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ABSTRACT

GRADES OR AGES: Masters program. SUBJECT MATTER: In-service Teacher Education, varied topics. ORGANIZATION AND PHYSICAL APPEARANCE: Each course listing provides a statement of specific and general objectives, a brief description, and a method of evaluation. OBJECTIVES: Course objectives are listed individually. INSTRUCTIONAL MATERIALS: None listed. STUDENT ASSESSMENT: Provision is made for student assessment of individual courses. (JB)

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ED 079262

THE 1970-71 REVISION
OF
THE FIVE-YEAR MASTER PLAN
FOR
INSERVICE TEACHER EDUCATION

U.S. DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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CLEARWATER, FLORIDA
June 1, 1970

SP 006 662

THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

The 1970-71 Revision of the Five-Year Master Plan for Inservice Teacher Education

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Name and position of person responsible for supervising and directing plan.

Dr. Paul Dickson	Director of Staff Development
Name	Title
P. O. Box 4688, Clearwater, Florida	442-1171
Address	Telephone Number

CERTIFICATION

We hereby certify that this 1970-71 Revision of the Five-Year Master Plan for Inservice Teacher Education has been reviewed and approved by the School Board

on the 3rd day of June, 1970.

Jane Manson	Thomas B Southard
Jane S. Manson, Chairman School Board of Pinellas County, Florida	Thomas B. Southard Superintendent of Schools

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STATE OF FLORIDA, DEPARTMENT OF EDUCATION, TALLAHASSEE

APPROVED:

State Commissioner of Education

Date

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The 1970 Self-Study Committee

Lay Members:

Richard Cope, Insurance Counselor
S. W. Curtis, lay member, former Principal Pinellas High School
The Honorable Charles M. Phillips, Jr., Judge the Sixth Judicial Circuit Court of Florida
Mrs. Richard Tourtelot, Pinellas County P.T.A.

Professional Members:

Mrs. Barbara Anders, Northwest Elementary
Joseph Anthony, Assistant Superintendent - Finance
Dr. Ralph Bailey, Supervisor, Evaluation Services
Charles Bingaman, Technical Education, Technical Education Center
John Blank, Assistant Superintendent - Elementary Education
William Blewitt, Industrial Arts and Industrial Education, Clearwater Senior
Clara E. Borum, Physical Education, Health & Driver Education, Oak Grove Jr.
Mrs. Susie Boykin, Plumb Elementary
Seymour Brown, Safety Harbor Junior High
Alphonoso Broxton, Gibbs Senior High
Dr. Joseph Carwise, Research Associate
Ralph Cline, Principal, Nina Harris Exceptional Child Education Center
Marian A. Cook, Music, County-wide
Ruby Culbertson, Acting Coordinator - Evaluation Service
Mary Jane Davis, Business and Distributive Education, Dixie Hollins Senior
Robert W. Drick, Guidance, Madeira Beach Junior
Morgan Fitzgerald, Principal, Largo Junior
Jeanne Freeze, Elementary Consultant, Elementary Center
Frank Garcia, Principal, San Jose Elementary
Mrs. Ivy Hammock, Director of Elementary Education
Paul Hatchett, Assistant Principal, Clearwater Comprehensive Junior
Marilyn Heminger, Pupil Services, Riviera Junior
Elaine Hershey, Survey Specialist, City Center for Learning
Ralph Hinkle, Principal, Azalea Elementary
Mrs. Mamie Hodges, Kings Highway Elementary
Dr. Fred Hoffman, Assistant Superintendent - Pupil Services
John H. Hopkins, Principal, Sixteenth Street Junior
John B. Hudson, Director of Certification and Records
John Humphreys, Survey Analyst
Mrs. Myrtle Hunt, Supervisor, Adult Home Economics, City Center
Edwin L. Hurst, Art, Dunedin Senior
Margaret Hutton, Reading, Pinellas Park Junior
Bernice Johnson, Exceptional Child Education, Nina Harris Center
Dr. Robert Klein, Supervisor - Psychologists
Frances C. Lambert, Social Sciences, Clearwater Comprehensive Junior
Mary D. Larkin, Mathematics, St. Petersburg Senior
Dr. Douglas O. McBriarty, Director of Instructional Personnel
Dr. Donald R. Magruder, Executive Assistant Superintendent - Personnel Relations
Nicholas G. Mangin, Executive Assistant Superintendent - General Education
Richard Mignerey, Research Associate
Joe Mills, Executive Assistant Superintendent, Vocational, Technical and Adult Education

Professional Members (continued)

Mary E. Moore, Foreign Languages, Oak Grove Junior
Stanley Moore, Assistant Superintendent - Secondary Education
Joseph Pukach, Administrative Assistant to the Superintendent
Henry Raichle, Director, Research and Planning
Robert Reid, Principal, Shore Acres Elementary
Scott Rose, Principal, Seminole Senior
Gus Saldis, Deputy Superintendent
Dr. Jean Sanzone, Coordinator of Curriculum, Exceptional Child Education
Joseph B. Straley, Curriculum Coordinator Adult Education
William R. Tripp, Acting Assistant Director, Technical Education Center
Helen G. Tuxhorn, Early Childhood Education, Lakeview Elementary
Valdine Wadsworth, Home Economics, Largo Junior
Marion Watson, Consultant, Secondary Education
Gladys Werth, Supervisor, Personnel Relations
Eric A. Whitted, Director of Planning and Development
Mary Zeph, Curriculum Specialist, Pinellas Central Elementary
Dr. Paul Dickson, Director of Staff Development, Chairman

The Committee of 1969 was expanded to include five Black teachers and three Black administrators. We are also fortunate in having the Honorable Charles M. Phillips, Jr., Judge of the 6th Judicial Circuit Court of Florida, accept membership. Judge Phillips is the son of the late Charles M. Phillips, one of Pinellas County's outstanding pioneer educators. Judge Phillips has long been active in lay leadership for better education.

The Committee met as whole on February 10, 1970, and on March 10, 1970. At these meetings, each of which lasted for several hours, developments in the program were explained; plans for improvements were discussed; and procedures for writing new components were outlined.

A sub-committee was formed for the purpose of selecting and developing future components. It includes John Blank, Assistant Superintendent - Elementary Education, Dr. Fred Hoffman, Assistant Superintendent - Pupil Services, Stanley Moore, Assistant Superintendent - Secondary Education, and Joe Mills, Executive Assistant Superintendent - Vocational, Technical and Adult Education, Chairman.

The Committee has evidenced better understanding of inservice education and deeper involvement in analyzing needs and offering solutions. Discussion in meetings has been keen and perceptive. Many components added in this year's revision were requested by committee members after they had consulted colleagues. Components 353 through 385 resulted directly from the work of the Self-Study Committee of 1970.

Members of the Committee, acting individually, have met with 72 different school faculties in special one-hour assemblies to explain the Master Plan, answer questions, and to receive suggestions for improvements in the Plan and for new components. The Director of Staff Development has met for an hour or more with 37 different school faculties.

Point System for Extension of Certificates

Each member of the instructional staff who wishes to have his certificate extended as a result of effective participation in the approved inservice teacher education program shall earn one hundred twenty (120) points in inservice teacher education. At least twenty points must be earned in each of the three following types of components:

(1) Basic components, which are concerned with basic teaching skills and fundamental concepts of education which are cross-disciplinary.

(2) Updating components, which update or increase the knowledge or teaching skill in a subject or service area.

(3) Exploratory activities, which further the general personal and professional development of the individual. Not more than forty (40) points may be credited for exploratory activities. Each week of educational travel will entitle the traveler to twelve points. Supervising a student teacher will afford twenty points.

One point shall be equivalent to one clock hour of actual participation. Points shall be assigned to each inservice education component on the basis of the average amount of time required for a participant to satisfactorily achieve the objectives of the component. The number of points each participant will receive will be the same, though the amount of time required for each participant to achieve the desired performance level may vary.

College course credits may be combined with inservice points earned through participation in staff development components, provided the college credit courses are specifically included in the County Master Plan for Inservice Teacher Education. A college credit course will afford 20 points per semester hour, 13 1/3 points per quarter hour.

A maximum of three semester hours of college course credit, the supervision of three student teachers, or three weeks of education travel, which has been completed during the current validity period of the individual's certificate and prior to July 1, 1970 may be combined with inservice points for extension of a certificate.

Inservice points earned through participation in an approved County Master Plan are cumulative for a period of five years. Points to be credited must be earned during the last validity period of the certificate. Inservice points are transferable to any county having an approved Master Plan for Inservice Teacher Education in which the individual is employed.

Procedure for Initiating and Coordinating a Component for Staff Development

Any faculty or staff member of Pinellas County schools may suggest a component. If the component is approved the individual may organize and coordinate it according to the following procedure.

1. The Project Coordinator: Submit to the responsible assistant superintendent or executive assistant superintendent at least 30 days in advance four copies of Form 5. The budget must include cost for outside consultants, travel, materials and supplies, and any pay for participants. If participants are to be paid they must be listed by name. None may be paid unless he is included on this advance roster, which must be approved by the Board. (See 6 below for later responsibilities of the project coordinator).

2. The Assistant Superintendent or Executive Assistant Superintendent:

   Approve the project. Verify that funds are available. Specify which budget is to furnish the funds. Forward the project to the Director of Staff Development.

3. The Director of Staff Development:

   (a) Approve or disapprove and return the original to the individual from which he received it. Disapproval will be made only when necessary, and after discussion with the coordinator and the department head concerned. If agreement for cancelling the project is not reached the matter will be referred to the Deputy Superintendent.
   (b) Give the duplicate to the person in the Personnel Department designated to approve items for the Board List, if payment requiring Board approval is included.

4. The Person Approving Items for the Board List:

   (a) Put the pertinent data on the Board List.
   (b) Forward the copy of the project to the Director of Personnel Records.

5. Director of Personnel Records:

   (a) Prepare necessary papers for payment to county personnel.
   (b) Give these and the copy of the project to the Head Accountant.

6. The Project Coordinator:

   Have the following forms completed and distributed at completion of the component.

   (a) Receipt for Inservice Training.
   (b) Form 1.
   (c) Payroll Supplement Voucher.

College Credit Courses

The following college credit courses are included in the Master Plan in addition to those which are published herein as components.

Inservice credit points will be awarded each participant upon receipt of a certificate from the instructor or a transcript from the registrar.

EDV 480	Facility Design and Laboratory Management, USF	Updating
EDC 681	Language Arts in Elementary Schools, USF	Updating
EDC 681	Current Problems in Industrial Arts, USF	Updating
VEN 309	Selection and Guidance of Vocational Students, FSU	Updating
EDR 634	Curriculum and Supervision Problems in Reading,USF	Updating
EDA 530	Secondary Curriculum, FSU	Basic
HOE 465	Methods of Developing a Functional Program in Home Economics, FSU	Updating
ED 578	Theories of Personality, Florida A & M	Basic
ED 502	Use and Interpretation of Test, Florida A & M	Basic
EDH 651	The Junior College in American Higher Education, USF	Exploratory
EDR 509	Current Trends in Reading, USF	Updating
EDC 681	School Administration: American Education and National Policy, USF	Basic
EDC 480	DS: Introduction to Industrial and Technical Instruction	Updating
MTH 583	Topics in Topology, USF	Updating
MTH 583	Topics in Analysis, USF	Updating
VEN 429	Methods of Teaching Vocational Subjects, FSU	Updating
EDA 541	Elementary School Organization and Evaluation,FSU	Basic
ED 506	Philosophy of Education, Florida A & M	Basic
ED 508	Advanced Educational Psychology, Florida A & M	Basic
EDE 617	Trends in Science Instruction, USF	Updating

College Credit Courses (continued)

GLY 473	Concepts in Earth Science, USF	Updating
HMF 569	Seminar in Child Development and Family Relationships in the Education Program, FSU	Updating
ART 465	Cinematography I, USF	Updating
FDN 535	A Survey of Recent Development in Nutrition, FSU	Updating
EDE 619	New Trends in Elementary Social Studies, USF	Updating
HMF 508	Social Factors in Family Housing, FSU	Updating
EDC 681	Curriculum Innovations, USF	Basic
ED 632	Educational Programming for the Emotionally Disturbed, USF	Updating
EDC 681	Group Dynamics and Team Teaching, USF	Basic

Components Added, 1968-1969

Components 354 and 355 are additions to the 1968-1969 program. They were inadvertently omitted from the original Five-Year Plan.

Components Added, 1969-1970

Components 353, and 356 through 389 are additions to the 1969-1970 program. Some of them were inadvertently omitted from the original Five-Year Plan, others have been organized during the year to meet a need which was identified by the Self-Study Committee.

Components, 14, 18, 24, 27 and 38 are 1968-1969 components which were repeated during 1969-1970, but were not so indicated in the original Five-Year Plan.

General Objectives

The general objectives for the entire program have been reflected in eight statements which have also been coded. Each component is designed to contribute to the accomplishment of one or more of these objectives.

Code for General Objectives

A. Assist the professional staff in developing curricula which are relevant to the needs of students.

B. Increase the understanding of certificated personnel, consonant with varying needs, in the areas of professionalism, community relations, pupil relations, and relations with colleagues.

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

F. Furnish opportunities and incentives for people to participate in exploratory activities.

G. Help teachers and administrators to: (1) deepen awareness of their feelings and the feelings of others, (2) enhance appreciation of their own potential, and (3) improve their attitudes towards the school environment.

H. Improve the racial integration process and enrich the educational experience for all concerned.

Specific Objectives

The specific objectives for each component are stated in behavioral terms whenever practicable. The specific objectives follow the general objective and their attainment contributes to the general objective. Each area or discipline maintains its own number series for specific objectives, preceded by a short set of code letters. A new number indicates an objective not assigned to any prior component. If an objective for a new component is identical to one of a previous component it will not be assigned a new number, but will use the original number of that objective.

Code of Letter Prefixes for Specific Objective Numbers
(effective July 1, 1970)

A - Art
AG - Agriculture
AGE - Adult General Education
AHE - Adult Home Economics
AM - Administrative Management
BE - Business Education
DE - Distributive Education
DC - Diversified Cooperative Programs
DR - Driver Education
DRS - Diagnostic and Remedial Services
ECE - Exceptional Child Education
EM - Elementary Mathematics
ES - Elementary Science
ESS - Elementary Social Studies
ELA - Elementary Language Arts
EPE - Elementary Physical Education
EC - Elementary Curriculum
EVL - Evaluation
FL - Foreign Language
G - General, cross-disciplinary
GE - Guidance, Elementary Schools
GS - Guidance, Secondary Schools
HE - Home Economics
IA - Industrial Arts
IE - Industrial Education
JHW - Junior High Work Experience
K - Kindergarten
LA - Language Arts
M - Mathematics
MU - Music
PE - Physical Education, Secondary Schools
PPS - Pupil Personnel Services
PSY - Psychology
R - Reading, Elementary and Secondary Schools
S - Science
SP - Speech
SS - Social Studies
SW - Social Work
TE - Technical Education
VG - Vocational Guidance

Instructors for Special Components

In order to get the multiplier effect for some components, selected participants may teach them to colleagues in their respective schools. Components which may be taught in this manner will be so designated by the Director of Staff Development.

A principal wanting one of the designated components taught in his school will notify the Director of Staff Development in advance by written memorandum giving the name, age, education, and experience of the prospective component instructor. After the individual has successfully completed the component as a participant, and upon recommendation of the person conducting the component, he will be appointed special instructor.

After being appointed special instructor for a component, the person so appointed will complete Form 5 in duplicate and submit one copy of it to the Director of Staff Development.

Log Code

Column	
1	Number assigned by Staff Development
2	P = Proposed for future year; N = new (1st year); R = repeated; R-1 = repeated with minor revision; R-2 = repeated with major revision; R-3 = completely revised.
3	B = basic; U = updating; E = exploratory
4	Nature of component (workshop, seminar, credit course, conference)
5	T = teacher; P = School administrator; S = supervisor; L = librarian; G = guidance; PP = pupil personnel services; CA = county administrator; TPA = all
6	1=agriculture; 2=art; 3=business education; 4=distributive education; 5=diversified programs; 6=driver education; 7=exceptional child education; 8=foreign languages; 9=health and safety; 10=home economics; 11=industrial arts; 12=industrial education; 13=junior high work experience; 14=language arts; 15=mathematics; 16=music; 17=physical education; 18=reading; 19=science; 20=social studies; 21=technical education; 22=adult general education; 23=service areas; 24=basic teaching skills; 25=other; 26=non-applicable; 27=drama; 28=early childhood; 29=guidance; 30=English language arts (secondary); 31= media and speech.
7	Level of Students - M=Middle School; K=Kindergarten; P=Primary; U=Upper Elementary; E=All Elementary; J=Junior High; S= Senior High; A=Adult; VT=Post Secondary Vocational Technical; EJ=Elementary and Junior High; JS=Junior High and Senior High; EJS= Elementary, Junior and Senior High; AL=All Students - all levels
8	Total number of persons assigned to an area served by this component
9	Total number of persons who have completed this component (actual or estimated)
10	Total number of participants expected this year
11	Cost for salary or honorariam
16	LF=local funds; FF=federal funds; PG=private grants; O=other

TE-2 Form INSERVICE EDUCATION PROGRAM COMPONENT LOG Pinellas County

Prepared by Paul Dickson, May, 1970 Component Log for School Year 1968-69

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Component Number	Component Status	Type of Component	Name of Component	Kind of Personnel	Area of Instruction	Level of Students	Number Eligible for Component	Number Who Have Completed Component	Number Involved	Cost for Instructors	Cost for Participants Time	Cost-Miscellaneous	Travel and Per Diem Cost	Total Cost	Source of Funding
354	N	E	Workshop	TPA	25	E	1500		22		1025			1025	LF
27-M	N	U	Credit Cr.	T	19	E	1266		14	1640				1640	0 LF
355	N	U	Workshop	T	8	JS	110		10			100		100	LF

Component: Techniques of Writing Educational Specifications No. 354 for the Utilization of Space Resulting in the Educational Specifications for a Specific School.

General Objectives:

E. Introduce the professional staff to innovative techniques and develop their skills in utilizing them.

F. Furnish opportunities and incentives for people to participate in exploratory activities.

Specific Objectives:

G-48 Participants will learn the concept and techniques of writing educational specifications for the utilization of space.

G-49 Participants will write educational specifications for a specific school community.

Description:

Phase I - Orientation and planning session with Dr. Harry L. Pelley, State Department of Education for the purpose of developing the concept and techniques of writing educational specifications.

Phase II - Development of the philosophy and objectives which provides a framework for the development of the specifications.

Phase III - Development of the educational specifications for the utilization of space.

Phase IV - Complete review and acceptance of the specifications by the steering committee.

Evaluation:

Evaluation of the product resulting from the committee effort will serve as an evaluation of the work.

Group Activity Hours 60

Inservice Points 60 Exploratory

Component: Short Course in AAA Science - FSU SCE 509 No. 27-M

General Objective:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objectives:

ES-6 Participants will acquire knowledge in science.

ES-7 Participants will acquire additional techniques for teaching elementary science.

Description:

Classes will meet for three hours on alternate Wednesday evenings (7-10 p.m.). By lectures and demonstrations the instructor will teach science content related to elementary science and the processes of science as identified by the AAA Science Program: observing, communicating, classifying, using numbers, using space/time relationships, inferring, measuring, predicting, interpreting data, defining operationally, controlling variables, formulating hypothesis, experimenting, and formulating models. Participants will show familiarity with these processes by demonstrating related activities to the class using teaching strategies which are compatible with an inquiry approach. Participants will supply their own materials and books.

Evaluation:

A pretest and posttest will be used to evaluate the participant's knowledge. Observation of the participant's demonstration in the class and in his classroom will be made by the instructor and the consultant.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 45 Inservice Points 45 Updating

Component: Audio-Visual Teaching in Foreign Language No. 355

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objective:

FL - 6 To train participants in coordinating film strips and film visuals with recorded and printed materials.

Description:

There will be a workshop conducted by Dr. Manuel Pacheco of Florida State University. The workshop will utilize the audio-visual materials E.B.C. There will be demonstrations of both the French and the Spanish audio-visual materials. Time will be provided for questions and discussions.

The workshop will be held at the old cafeteria at City Center and will be open to all Pinellas County Modern Foreign Language Teachers. The materials will be the complete package of Je Parle Francais and La Familia Fernandez.

Evaluation:

There will be a short statement of value from each participant and from the supervisor.

Group Activity Hours 6 Inservice Points 6 Updating

Components Given in 1968 - 1969

Number	Name	Participants	Points	Type
1	Improvement of Education	246	7 - 30	E
2	Professional Conferences	328	4 - 24	E
3	Classroom Visitation	99	4 - 20	E
4	Supervising Student Teachers	226	12- 36	E
5	Educational Travel	29	12- 36	E
6	Off-the-Job, Work-Related Activities	21	4 - 40	E
7	Desegregation Practicum	97	60	E
8	Training Instructors for Differentiated Staffing	6	40	E
9	Team Training for Differentiated Staffing	25	40	B
10	SST - 511 - FSU - Supervision of Student Teaching	55	33	B
11	Adult Home Economics Curriculum Development	20	6	U
12	Current Trends in Adult Home Economics	27	6	U
13	Developing Curriculum in Distributive Education	9	44	B
14	Elementary Curriculum Study and Development	114	28	E
15	Behavioral Modification for the Exceptional Child	17	16	B
16	Teaching and Materials for Learning Disabilities	14	80	E
17	Behavioral Modification	123	8	B
18	Regional Exceptional Child Institute	21	30	B
19	Specific Learning Disabilities	16	180	B
20	Working With Dyslexic Children	123	12	B
21	Evaluative Techniques in the Kindergarten	12	12	B
22	Evaluation of New Textbooks	9	20	U
23	Role of Principal in Elementary Guidance	132	24	B
24	Elementary Mathematics: Individualized Instruction	54	5	B
25	Science Curriculum Development	16	6	B
26	Space Science for Elementary Teachers	135	6	U
27	AAAS Science (FSU SCE 509)	35	90	B
28	Teaching Cultural Aspects in Foreign Languages	15	33	U
29	Curriculum Revision in Secondary Home Economics	16	36	B
30	Developing Creative Curriculum Materials in Clothing and Textiles	25	90	E
31	Solving FHA Problems	5	12	E
32	Learning Home Economics Packet Skills	10	18	B
33	Training in Food Demonstration	53	12	U
34	Improving Curriculum in Industrial Education	1	42	B
35	Teaching Geometry in the Secondary Schools	30	44	U
36	Mathematics for Senior High Teachers I	22	33	U
37	Mathematics for Senior High School Teachers II	17	33	U
38	Techniques of Choral and Instrumental Instruction	56	6	E
39	Skills, Techniques and Knowledge in Physical Education	161	6	U
40	Team Approach	5	3	U
41	Pediatrics	2	6	U
42	Leadership Training in Basic Human Relations	7	105	U
43	Learning Disabilities	51	6	B
44	Language Development - Seminar	41	6	U
45	Vocational Development Theory	7	12	U
46	Group Dynamics	19	12	U
47	FPGA State Workshop	15	12	E
48	Personality Theory	6	12	E
49	Life Career Game	7	6	B

Components Given in 1968 - 1969

Continued

Number	Name	Participants	Points	Type
50	Parent Activities	23	6	U
51	Decision-Making Curriculum Materials	8	42	B
52	APGA National Convention	6	18	U
53	Transition to College	3	12	U
54	Behavior Modification	12	8	U
55	Group Encountering	12	8	U
56	Role and Function of School Psychology	12	12	U
57	State Workshop	1	12	U
58	Psychology in the School Setting	3	64	U
59	Illinois Test of Psycholinguistic Abilities	12	12	U
60	Personality Theory	12	12	E
61	Working With Parents	6	6	U
62	Issues in School Psychology	12	21	U or E
63	Needs of Black Children	12	3	U
64	Psychiatric Consultation	23	7	B
65	Group Work	23	10	U
66	Community Resources	17	8	B
67	Cultural Stresses	18	21	U
68	Paraprofessionals	15	60	E
69	Speech and Hearing Workshop - Comprehensive Services	13	6	U
70	Teaching the Potentially Handicapped	23	4	U
71	Identifying Dyslexic Students	18	5	U
72	Selecting Materials and Equipment in Social Studies	31	18	U
73	Developing Technical Education Curriculum and Programs	12	180	U
74	Coordinating Vocational Guidance	43	3	U
75	Implementing Vocational Guidance	13	6	E
354	Writing Specifications for the Utilization of Space	12	60	E
355	Audio-Visual Teaching in Foreign Languages		6	U
27	AAAS Science (FSU SCE 509)	14	45	B or U
	Total number of participants	2994		

TE-2 Form INSERVICE EDUCATION PROGRAM COMPONENT LOG Pinellas County

Prepared by Paul Dickson, May, 1970 Component Log for School Year 1969-70

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Component Number	Component Status	Type of Component	Name of Component	Kind of Personnel	Area of Instruction	Level of Students	Number Eligible for Component	Number who have Completed Component	Number Involved	Cost for Instructors	Cost for Participants Time	Cost-Miscellaneous	Travel and Per Diem Cost	Total Cost	Source of Funding
379	N	E	Workshop	TPS	25	AL	4400		20						
358	N	B	Non-credit Course	T	24	E	2000		36	310		18	67	395	LF
378	N	B	Non-credit Course	T	24	E	2000		70	310		18	67	395	LF
361	N	E	Workshop	T	25	EJS	192		64						
373	N	B	"	TPA	25	S	112		112						
357	N	B	"	T	2	EJS	70		65						
367	N	U	"	T	3	JS VT	208		20						
14	R	E	"	TPS GCA	25	E	1500	114	122	400	5760	400	760	6568	LF
18	R	B	Institute	TS	7	E	50	21	25						
359	N	U	Workshop	TS	7	E	148		15						
369	N	U	"	TPA	7	EJS	50		30	232			93	325	FF
389	N	B	Workshop Seminar	T	7	P	50		10	500				500	0
253	N	U	Workshop	T	14	E	2000		75			100		100	LF
392	N	U	"	TPA	18	E	26		17						
407	N	U	Cr. Course	T	14	E	1500		25						
24	R	B	Workshop	TPS	15	E	1500	54	54						
27	R	B	Cr. Course	T	19	E	1315	35	33	2000				2000	LF
362	N	B	Workshop	TPA	20	E	1600		20	30		250		280	LF
356	N	U	"	T	8	JS	110		40			100		100	LF
381	N	B	"	T	14	JS	280		36	120				120	LF
372	N	E	"	T	15	J	225		15						

TE-2 Form INSERVICE EDUCATION PROGRAM COMPONENT LOG Pinellas County

Prepared by Paul Dickson, May, 1970 Component Log for School Year 1969-70

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Component Number	Component Status	Type of Component	Name of Component	Kind of Personnel	Area of Instruction	Level of Students	Number Eligible for Component	Number who have Completed Component	Number Involved	Cost for Instructors	Cost for Participants Time	Cost-Miscellaneous	Travel and Per Diem Cost	Total Cost	Source of Funding
38	R	U	Workshop	TS	16	JS	75	58	30		75	1700		1775	LF
374	N	B	"	T	16	EJS	100		89						
375	N	U	"	T	16	EJS	100		62	50		63		113	LF
376	N	U	"	T	16	EJS	100		49						
377	N	U	"	T	25	EJS	200		114						
360	N	U	"	TPP	23	EJS	150		80	220	200			420	FF
363	N	B	Seminar	PP	23	EJS	40		24	210		42		252	LF
364	N	U	"	PP	23	EJS	40		28			15		15	LF
365	N	E	Workshop	PP	23	EJS	28		10						
366	N	B	Visitation	PP	23	EJS	28		28						
370	N	U	Seminar	PP	23	EJS	29		6						
368	N	U	Cr. Course	TS	18	EJS	50		25						
371	N	U	Workshop	T	20	JS	250		36		1332	900		2232	LF

Component: Differentiated Staffing No. 379

General Objective:

F. Furnish opportunities and incentives for people to participate in exploratory activities.

Specific Objectives:

G.50 To survey and evaluate new ideas in staff development (Differentiated Staffing, Flexible Staffing) to select appropriate ones and develop original ones for establishing and implementing Differentiated Staffing Models in Pinellas County.

Description:

This is an exploratory task force appointed by the Superintendent. The Task Force will meet bi-monthly (Oct. through Feb. thus far) to explore, through professional literature, central staff personnel, and professional consultants, the basic concepts and philosophies of Differentiated Staffing.

Study groups will be established to investigate the possibilities and advantages of Differentiated Staffing in Pinellas County on both the elementary and secondary level.

Each person will present certain aspects of Differentiated Staffing for use in developing basic concepts for group analysis.

Various groups, elementary and secondary, will present proposed models of Differentiated Staffing that could be implemented in Pinellas County.

Evaluation:

The work will be evaluated by each participant and by the central staff on an objective check list.

Group Activity Hours 40

Inservice Points 40 Exploratory

Component: Teaching in Open Space, Elementary No. 358

General Objective:

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objectives:

G - 51 Each participant will learn the concept of open space utilization.

G - 52 Each participant will learn the principles of curriculum planning for open space education.

G - 53 Each participant will acquire techniques for furthering pupil-development in an open space curriculum.

Description:

Thirty-six teachers who will teach in open space next year for the first time will participate in four separate activities designed to inform, inspire, and train them for effective leadership of pupils in this innovative type curriculum.

(1) Observation: Observe under guidance for three half-days the open space program now operating in three different elementary schools. In each school the principal and his staff will explain the program.

(2) Conference: During two two-hour conferences the participants will discuss with six or more experienced teachers the problems they have had in the open space program, and their solutions.

(3) Group Dynamics: A twelve-hour course conducted by Professor Lee DuBois of the University of South Florida.

(4) Seminar: A half-day seminar led by Mrs. Beatrice Williamson, Supervisor of Program Development for Broward County Schools, on open space curriculum.

Evaluation:

The course itself will be evaluated by each participant, by the Elementary Education Director and by the several Elementary Education coordinators involved.

Each participant will summarize in a brief statement what he has gained from the course.

Group Activity Hours 28 Inservice Points 28 Basic

Component: Teaching in Open Space, Elementary (Modified) No. 378

General Objective:

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objectives:

G-51 Each participant will learn the concept of open space utilization.

G-52 Each participant will learn the principles of curriculum planning for open space education.

G-53 Each participant will acquire techniques for furthering pupil-development in an open space curriculum.

Description:

This is a modification of Component 358. Teachers already working on Teams in Open Space will participate in three different types of activities designed to inform, inspire, and train them for effective leadership of pupils in this innovative type curriculum.

(1) Conference: An introductory session led by a County consultant, assisted by one or more teachers who have had successful experience in open space teaching.

(2) Group Dynamics: A twelve-hour course conducted by an outside consultant.

(3) Seminar: A three-hour seminar led by an outside consultant on open space curricula for the elementary school.

Evaluation:

The course itself will be evaluated by each participant and the consultants.

Each participant will summarize in a brief statement what he has gained from the course.

Group Activity Hours 18 Inservice Points 18 Basic

Component: Adjustment to Change No. 361

General Objective:

H. Improve the racial integration process and enrich the educational experience for all concerned.

Specific Objectives:

G-54 Each participant will acquire new perceptions and attitudes concerning education in a school predominately of a race with which he has not had professional experience.

G-55 Each participant will learn techniques for leading pupils of a different race.

Description:

This will be a multi-experience activity organized and led by Staff Development and Pupil Personnel Services Division of the County Office.

Events in Sequence:

1. Faculty Welcome - Each person to be transferred in the County desegregation program will be entertained by the school to which he is being transferred in a faculty meeting followed by a short social period. The faculty meeting will be held early in April and will include a briefing of 3 to 5 minutes each by several different faculty members on school history, population, philosophy, achievements, aspirations, faculty, and problems.

2. Seminars - The basic prerequisite for understanding and developing awareness of the culturally different person is self-examination of one's own behavior, values and aspirations. Teachers who will transfer to culturally different schools from their own experiental background will meet in a series of small group seminars. Seminars are designed through group interaction to encourage personal growth, enhance appreciation of individual potential, deepen awareness of personal feelings and the feelings of others and improve attitudes toward their new school environment. Seminars will be held weekly for six weeks. Each seminar will be held after school hours during the week and will last for about two hours.

3. Exchange Teaching - A Black teacher and a White teacher teaching pupils at equal levels in the same subject will meet for about an hour once each week for four weeks to plan lessons for the next day. They will teach each other's classes on the following day. The guest teacher will follow the plan and technique suggested by the regular teacher. This will occur between April 13 and May 15.

Evaluation:

(1) A subjective statement of accomplishment by each participant.
(2) An objective check list evaluation of the component by each participant and the Pupil Personnel Services Division.

Group Activity Hours 42 Inservice Points 42 Exploratory

Component: Improving School Curriculum No. 373

General Objective:

A. Assist the professional staff in developing curricula which are relevant to the needs of students.

Specific Objectives:

G-56 Participants will learn the concept and procedures of self-evaluation of curriculum.

G-57 Participants will learn the philosophy and techniques of curriculum planning.

G-58 Participants will develop new curricula for their respective disciplines.

Description:

A professor from the University of South Florida will organize the group and will present the concepts in a series of lectures. Sub-groups will be formed to work in the various disciplines and activity areas. Each sub-group will operate as a seminar and workshop and will produce pertinent curricula.

Evaluation:

An objective test will be administered to determine if participants have learned the concept and procedure of self-evaluation of curriculum, and the philosophy and techniques of curriculum planning.

The curricula developed will be evaluated by the Visiting Committee of the Southern Association of Secondary Schools.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 44 Inservice Points 44 Basic

Component: Art Media Workshop No. 357

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objective:

A-10 Elementary classroom teachers and art teachers will learn about and participate in new ways of working with art media.

Description:

The fifteen-hour workshop is offered in two sections, one up-county and one down-county for a maximum of sixty participants each. Elementary classroom teachers and art consultants are eligible to attend. The workshop is conducted by the consultant for Binney & Smith Company at no cost to the participants.

The purpose of the workshop is to learn new ways of working with familiar school art materials and the educational philosophy behind these experiences.

Evaluation:

Evaluation will be based on "on-the-job" performance.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 15 Inservice Points 15 Basic

Component: Data Processing No. 367

General Objectives:

A. Assist the professional staff in developing curricula which are relevant to the needs of students.

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objectives:

BE-1 Participants will learn additional procedures, materials, terminology, and techniques for writing a course in data processing.

BE-2 Participants will acquire knowledge about data processing.

BE-3 Participants will acquire skills in data processing and techniques for teaching.

Description:

The participants will be organized into twenty class meetings of two hours and thirty minutes each for ten weeks under leadership of a county consultant.

The consultant will introduce the concepts of the computer with various topical subject matter such as: 1) An in-depth description of the punched card, magnetic tape, magnetic disk, and other input and output media. 2) An in-depth description and understanding of the principles behind the stored program, the elements of storage, core storage and drum storage. 3) An introduction to computer mathematics; i.e., binary, decimal, octal, and hexadecimal numbering systems. 4) Brief introduction to the principles of the central processing unit portion of the computer. 5) The practical understanding of flow charting and program writing with an actual program written, keypunched, and processed on the computer. 6) Finally, the study in-depth of the manner and approach to adequately instruct a basic high school data processing course.

Evaluation:

The school consultant or principal will observe each participant using these materials with children in class and note the effectiveness of the program in diagnosing and meeting individual pupil needs.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 50 Inservice Points 50 Updating

Component: Elementary Curriculum Study and Development No. 14

General Objectives:

A. Assist the professional staff in developing curricula which are relevant to the needs of students.

F. Furnish opportunities and incentives for people to participate in exploratory activities.

Specific Objectives:

EC-1 To identify areas of study for the improvement of curriculum

EC-2 To identify means for improving programs

EC-3 To demonstrate professional growth

EC-4 To make recommendations to the administration

Description:

The county elementary schools will be divided into seven geographical areas. Composition of each area group will include: one classroom teacher from each school, one elementary principal, one music consultant, one art consultant, one reading consultant, one visiting teacher and one elementary consultant.

Each area group will send a representative to a central committee whose function will include considering problems submitted by the area groups and making recommendations. Responsibilities of the participants in each area group will be: (1) to present problems from the groups they represent, (2) to decide which of these problems are of county-wide importance, (3) to discuss, analyze and make recommendations to the central committee, (4) to provide feedback of the business conducted to the organizations they represent, and (5) to select one participant as their representative to the central committee.

Area meetings will be held at least four times annually, totaling a minimum of 28 hours and will follow central committee meetings by approximately six weeks.

Evaluation:

Utilization by classroom teachers of bulletins and other materials developed by special committees as well as "feedback" between groups will determine the attainment of the above stated goals.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 28 Inservice Points 28 Exploratory

Component: Regional Exceptional Child Institute for State Department of Education   No. 18

General Objectives:

A. Assist the professional staff in developing curricula which are relevant to the needs of students.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objective:

ECE-8 To acquire basic information necessary for the instruction of the intellectually disabled child including skills in identification, evaluation, educational assessment, basic teaching skills, development of curriculum, classroom management and selection and preparation of suitable instructional materials.

Description:

A one-week institute will be held through the sponsorship of the Exceptional Child Education Department, State Department of Education. Participants will be eligible from an eight county region. Large group sessions will be conducted by university staff and county coordinators. Small sessions will be conducted by county exceptional child staff. Audio-visual approches will include films, filmstrips, video-taped classroom sessions. Tours will be made of resource agencies and organizations (Southeastern Materials Center, University of South Florida, Goodwill Industries, Peter Pan School).

Evaluation:

Following the institute, teachers will complete a questionnaire developed to secure opinions of participants regarding usefulness of the component for accomplishing the general objectives. Results of the questionnaire will be distributed by the State Department of Education to directors and coordinators of exceptional child education.

Group Activity Hours 30   Inservice Points 30   Basic

Component: Interpreting Psychological Tests and Reports for Educational Prescriptive Planning No. 359

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objective:

ECE-29 Participants will acquire knowledge of, and skill in using certain tests.

Description:

Teachers will participate in three workshops which will involve discussion sessions and lectures. Sessions (1) and (2) will detail the WISC and the ITPA: a description of the test items, discussion of testing techniques, examples by school psychologists of specific case problems to point out unusual facets in the testing of the exceptional child. Teachers will work in small groups according to age group levels, analyzing together materials compiled from confidential folders on individual exceptional children for the purpose of using the WISC and ITPA to plan hypothetical programs for the cases under study. In the third session, teachers will individually study at least two confidential folders of their own students listing strengths and weaknesses as diagnosed on the WISC and ITPA. Psychologists and supervisory personnel will work with the teachers in an effort to improve prescriptive planning for selected students based on testing diagnostic results.

Evaluation:

Participants will be required to write program objectives for selected students.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 6 Inservice Points 6 Updating

Component: Workshop in Specific Learning Disabilities No. 369

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

ECE-30 The participants will acquire skill in making an educational diagnosis from testing results.

ECE-31 The participants will utilize techniques in individualizing instruction for Specific Learning Disabilities students.

ECE-32 The participants will adapt techniques used in teaching individuals in a laboratory setting for use in a classroom setting.

Description:

A two-day workshop will be conducted by Dr. Phillip Mann, Assistant Professor of Special Education, University of Miami. Dr. Mann will present a comprehensive program the first day. The second day will offer very specific presentation on the methods and materials used in teaching students with specific learning disabilities. Two follow-up meetings will be conducted by the Specific Learning Disabilities supervisor utilizing the material presented by Dr. Mann.

Evaluation:

The extent to which teachers are able to use the techniques presented in making educational plans for specific learning disabilities students will determine the effectiveness of this workshop. This will be observed by the Specific Learning Disabilities supervisor as teachers interpret test results, make educational diagnoses and write prescriptive lessons for students with specific learning disabilities.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 15 Inservice Points 15 Updating

Component: Perceptual Testing and Training - Elementary No. 389

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

ECE-47 Participants will learn techniques for training children with perceptual stress.

ECE-48 Participants will learn testing procedures for children with perceptual stress.

Description:

This workshop-seminar will be held at the Polk Junior College, Winter Haven, Florida, June 22 - 26, 1970. It has been included in our Master Plan for Inservice Teacher Education. Successful completion will entitle each participant to 30 points, Basic. This workshop-seminar has been designed for kindergarten, first grade and special education teachers. The seminar will stress practical teacher-tested basic perceptual testing and training procedures. For example: Eight desks will be provided and beginning school children with known evidence of perceptual stress will be on hand to start each day. Their beginning work-samples will be discussed and interpreted as to the degree of perceptual deficit indicated. These same children will return each morning for a training session. These continuing training sessions can be considered a guide to what can be done in your own classroom. A complete set of work-samples will be sent to each teacher participating.

Evaluation:

(1) Each participant will identify teachniques for training and describe testing procedures.
(2) The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 30 Inservice Points 30 Basic

Component: Course in Handwriting No. 253

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

ELA-4 Participants will learn techniques for training their students to write legibly with ease and fluency.

ELA-5 Participants will acquire skill in both manuscript and cursive writing.

Description:

This is a laboratory type workshop conducted by Mr. Clinton S. Hackney, Director of Research, The Zaner-Bloser Company. It will meet for fifteen, two hour periods after school hours on school days. At the first meeting of the class a diagnostic test will be given to indicate strengths and weaknesses of the participants in handwriting. The instructor will demonstrate techniques of teaching and writing and involve participants in practicing those things he has demonstrated. He will continually observe the participants, making corrections and suggestions until each has achieved satisfactory performance. He will direct participants in constructing lesson plans utilizing the various techniques and new instructional materials demonstrated. The workshop will be given once in the fall and once in the spring.

Evaluation:

A written test based on techniques and handwriting skills will be given on the last day of the course. Each participant must answer at least 75 percent of the test items correctly. Results of the final test will be compared with results of the diagnostic test.

On the job performance in each participant's classroom will be observed by a county supervisor to determine effectiveness of the course.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 30 Inservice Points 30 Updating

Component: Non-Graded Reading Program for an Elementary School No. 392

General Objective:

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objectives:

ELA-21 Participants will learn the basic concepts of a non-graded reading program in the elementary school.

ELA-22 Participants will learn techniques for conducting a non-graded reading program.

ELA-23 Each participant will write a one-year plan for non-graded reading development.

Description:

Twelve teachers of grades 1 through 4 of Seminole Elementary School will meet twice each week for 1 1/2 hours each time for six weeks under the leadership of the County Reading Consultant for the purpose of exploring, learning, and planning non-graded reading instruction in the elementary school.

Recent literature on the subject will be assigned each participant for individual study and oral report to the group. Outside consultants with practical experience will conduct seminars. Each participant will write behavioral objectives for his own classes. Small, grade-level workshops will be formed to investigate other programs and write plans.

Evaluation:

An on-the-job evaluation will be made by the consultant.

Group Activity Hours 18 Inservice Points 18 Updating

Component: Language Arts in the Elementary School No. 407

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

ELA- 8 Participants will learn teaching techniques for interrelating the language arts.

ELA- 9 Participants will analyze new and innovative programs in language arts in terms of their interrelatedness.

ELA- 10 The participants will design and construct games and activities which are educationally sound, original, appropriate to a designated instructional level, attractive and easy to operate.

ELA- 11 The participants will develop a reference and source guide.

Description:

The component, Language Arts in the Elementary School, is to be taught by Mr. Clinton S. Hackney, Director of Research, The Zaner-Bloser Company. There are to be ten sessions of four hours each for a total of forty clock hours.

In a workshop situation, participants will learn innovative and effective teaching techniques; construct and write lesson plans; examine and use new instructional materials; prepare games and activities for motivation, reinforcement of skills, and enrichment; and compile a reference and source guide for interrelating the language arts.

Pinellas County supervisory personnel will be invited to participate as resource persons in the workshop sessions.

The course will be offered at Northwest Elementary School in St. Petersburg, on Mondays from 4:00 to 8:00 p.m. The organizational meeting will be held on April 2, and beginning April 6th, the class will meet on succeeding Mondays through June 1st.

Participants may earn not only credit points but also four hours of graduate credit from the University of South Florida (Course EDC 681-743)

Evaluation:

Participants will respond correctly to at least 75% of the items on an objective-type test and respond in writing to five essay-type questions in a manner that attests to their ability to interrelate the language arts at their respective instructional levels.

The instructor will judge the games and activities, designed by the participants, according to the following criteria: 40 points for educational soundness and 15 points each for originality, appropriateness to designated instructional level, attractiveness, and ease of operation.

The reference and source guide, developed by the participants, will be rated according to its contents, format, and practicality.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 40 Inservice Points 40 Updating

Component: Elementary Mathematics: Evaluative Techniques And Materials For Individualized Instruction No. 24

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objectives:

EM-1. To demonstrate in their classes the use of diagnostic tests.

EM-2. To provide an individual instructional program for each student.

EM-3. To develop and construct mathematics games and activities to aid understanding of concepts.

Description:

Participants will receive diagnostic tests and sample activity sheets. An elementary consultant who is familiar with the materials will instruct the participants in the procedure for administering, scoring, analyzing and interpreting the test data and in the development of an individual instructional program for each child based on the test results.

The participants will also receive materials and directions for the construction of mathematics games which will be demonstrated by the elementary consultant Time will be provided for the participants to construct games and to organize the tests for administration to their students.

Evaluation:

The school curriculum worker, principal, or a consultant will observe each participant using these materials with children in class and note the effectiveness of the program in diagnosing and meeting individual pupil needs.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 5

Inservice Points 5 Basic

Component: AAAS Science (FSU SCE 509)

No. 27

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objectives:

ES-5. To update skills and knowledge in science through a course requiring participation in the "processes" of science as identified by the American Association for the Advancement of Science (AAAS).

Description:

Classes will meet for three hours each week for thirty (30) weeks. Instructors, adjunct professors from Florida State University (FSU), will present information related to elementary science through lecture-demonstrations. Teachers will demonstrate familiarity with the basic processes of science: observing, communicating, classifying, using numbers, using space/time relationships, inferring, measuring, predicting, as well as the integrated processes: interpreting data, defining operationally, controlling variables, formulating hypotheses, experimenting, formulating models, Teachers will demonstrate the use of teaching strategies which are compatible with an inquiry approach to science.

Participants in this course will pay tuition of $108.00 and receive nine quarter hour graduate credits from Florida State University. Books and materials will be furnished by the teacher.

Evaluation:

Attainment of objectives will be judged on the basis of observation of the frequency and quality of the teacher's participation in class activities and a science lesson taught by the teacher in his classroom will further attest to the success of the course.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 90

Inservice Points 90 Updating

Component: Mapping the Classroom and Neighborhood No. 362

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objectives:

ESS-5 For teachers to construct classroom and neighborhood maps.

ESS-6 For teachers to plan and implement map-making experiences with pupils.

Description:

Simulated map making experiences will be directed by an elementary consultant implementing Ealing Corporation "Starting Tomorrow" films and activity kits. Total group, team, and individual experiences will be demonstrated. The first session will deal exclusively with classroom mapping; the second will include the immediate neighborhood.

Each teacher will receive a kit of materials to facilitate classroom implementation of mapping techniques and a booklet of suggestions for follow-up activities.

Evaluation:

Evaluation will be based on observation of performance in simulated situations.

Teachers will report orally on the success of their classroom implementation of the mapping technique and a written statement or questionnaire will be used to measure the effectiveness of the component.

Group Activity Hours 4 Inservice Points 4 Basic

Component: Audio-Visual Teaching in Foreign Languages No. 356

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objective:

FL-7 To train participants in coordinating film strips and film visuals with recorded and printed materials.

Description:

There will be a workshop conducted by Mr. Russell Webster of Harcourt, Brace and World. The workshop will present new materials developed by Harcourt, Brace and World for French, German and Spanish. It will include demonstrations and explanations of these new materials. There will be provisions for questions and general discussion of these new materials. The workshop will be held in the new Tyrone Junior High Library. It will be open to all Foreign Language teachers of Pinellas County.

Evaluation:

The teachers will complete an objective check sheet indicating their understanding of the techniques used.

Group Activity Hours 4 Inservice Points 4 Updating

Component: Team Teaching in Open Space, Secondary English No. 381

General Objective:

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objective:

LA-12 Team teachers in secondary English will be able to identify those teaching methods and techniques especially effective in team teaching in a large open space facility.

Description:

The thirty-six English teachers who will be involved in team teaching in English during the 1970-1971 school year will attend two three-hour workshops planned and conducted by county personnel and/or out-of-county consultants. Methods and techniques for teaching seventh, eighth, and ninth grade English, and composition, language, and American literature will be explained and/or demonstrated. These workshops will be held during after-school hours.

Evaluation:

Each participant will prepare a minimum of one brief unit of work that can be used in his class during 1970-71. This unit plan will include at least one new method or technique discussed in the workshops. The supervisor of English and/or the consultant will evaluate the unit plan.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Groups Activity Hours 6 Inservice Points 6 Basic

Component: Team Teaching in Open Space - Secondary Mathematics No. 372

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

M-2 Participants will select content for the seventh and eighth grade math program.

M-3 Participants will identify teaching strategies that have been effective in team teaching and open space instruction.

Description:

Fifteen participants will meet from 7:00-9:00 p.m. for five meetings. Durings these meetings, the following topics will be discussed:

1) How team teaching better utilizes the talents and interests of the teachers.

2) How team teaching increases grouping and content flexibility.

3) How team teaching improves the quality of instruction.

The course content of grades 7 and 8 will be outlined and supplementary materials - transparencies, tapes, filmstrips, worksheets, and films - will be selected both for remedial and enrichment of the content.

Evaluation:

A list of strategies will be identified that have been effective in team teaching. An outline for course content and supplementary materials for grades 7 and 8 will be prepared.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 10 Inservice Points 10 Exploratory

Component: Techniques of Choral and Instrumental Instruction No. 38

General Objectives:

B. To improve the attitudes of certificated personnel, consonant with varying needs, in the areas of professionalism, community relations, pupil relations, and relations with colleagues.

D. To increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

MU-1 For teachers to develop techniques of conducting and instructing large performing groups.

MU-2 With selected, large groups of student, teachers will demonstrate specific musical skills involving balance of voices or instruments, blending of voices or instruments, proper breath support, good tone quality, interpretation, and staging.

Description:

Large performing groups are selected including Junior High School Chorus, Junior High School Band, Senior High School Chorus, Senior High School Band, and Junior-Senior High School Orchestra. Under the direction of local or visiting clinicians groups are rehearsed on out-of-school time. On the day of Festival children are scheduled for rehearsals at the Bayfront Center. The Concert is presented for the public the night of the all-day rehearsal.

One point will be assigned for each hour of participation in rehearsal and performance.

Evaluation:

All teachers participating will answer a questionnaire evaluating skills and techniques learned.

Group Activity Hours 6 Inservice Points 6 Updating

Component: Accreditation Standards No. 374

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objective:

MU-3 Participants will learn accreditation standards in music and will write behavioral objectives to meet the accreditation standards.

Description:

The State Consultant in Music Education, Dr. Fred Vorce, will present the accreditation standards as they apply to all music teachers K-12.

Following general remarks by the visiting consultant a discussion period will be held when all phases of the music program will be examined. Examples of programs from other areas will be presented and compared with those of Pinellas County.

Following discussion and question and answer session, sample behavioral objectives will be written.

Evaluation:

The Workshop will be evaluated orally by the steering committee and by all teachers in attendance. The steering committee will evaluate the sample behavioral objectives written during the Workshop.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 4 Inservice Points 4 Basic

Component: The Art of Conducting No. 375

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objective:

MU-4 Participants will learn techniques of conducting choral and small instrumental ensembles as demonstrated by Dr. Ramon Meyer.

Description:

Dr. Ramon Meyer of Florida State University will spend four hours with the music teachers of the county, demonstrating conducting techniques. He will select the music to be used and the teachers will serve as the demonstration group.

A small instrumental ensemble made up of teachers and students will be used on one selection to show that the same conducting techniques may be used for vocal and instrumental music.

A question and answer session will follow the demonstration.

Evaluation:

All teachers will evaluate the workshop orally and will complete a questionnaire prepared by the steering committee after trying the techniques with their school performing groups and classes.

Group Activity Hours 4 Inservice Points 4 Updating

Component: The General Music and Humanities Programs No. 376

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objective:

MU-5 Music teachers will learn new materials and techniques to be used in general music and humanities classes.

Description:

At a workshop for all music teachers an outstanding consultant will demonstrate materials and techniques applicable to general music and humanities classes.

Following a talk and demonstration by Dr. Eisman, participants will sing new songs and identify materials best applicable to general music.

Dr. Larry Eisman, Queens College, New York City and representative of Silver Burdette Publishers, will present a workshop for all music teachers. He will present new materials, including many songs and rhythmic exercises. All teachers will participate in the demonstration and discuss and select materials best suited to junior high general music and humanities classes.

Materials used and equipment used:

State adopted texts.
Recordings accompanying the text.
Piano for accompanying songs and exercises.

Evaluation:

Participants will use the materials in their own classes and record the results on a questionnaire prepared by the Director of Music Education. Performance will show that they have learned materials and techniques.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 4 Inservice Points 4 Updating

Component: Arts and Crafts Workshops - Summer Enrichment Program No. 377

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objective:

MU-6 Participants will learn a wide variety of arts and crafts techniques.

Description:

In connection with the Summer Enrichment Program, a series of two-hour workshops is conducted by art specialists for all teachers hired to teach Arts and Crafts in the Summer Program. The first workshop will cover use of paper, papier mache, paper collage and paper sculpture to be used the first week of the program. Other workshops will include instruction in drawing, painting, graphics, weaving, batiks, ceramics and activities involving puppets.

Evaluation:

The Art Specialists visit all programs of Arts and Crafts and make a written evaluation of each instructor based primarily on the use made of Arts and Crafts learned in the Workshop.

Group Activity Hours 12 Inservice Points 12 Updating

Component: Behavioral Modification in Schools No. 360

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objective:

PPS-9 Upon completion of an all day workshop each participant will be able to provide a teacher with a specific plan for modifying the behavior of a child about whom the teacher is concerned.

Description:

Dr. Charles Madsen, Florida State University, will present two one-hour lectures. Dr. Madsen, with the assistance of three of his doctoral candidates, will conduct four one-hour small group sessions which will integrate demonstration and discussion of behavioral modification techniques.

Behavioral modification techniques provide teachers with effective procedures for maximizing task-oriented behavior and minimizing undesired behavior of pupils.

Evaluation:

Within one month subsequent to the completion of the workshop each participant will submit to the component coordinator a copy of a written plan to modify the behavior of a pupil about whom a teacher is concerned.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 7½ Inservice Points 6 Updating

Component: Psychiatric Consultation, 1969-70 No. 363

General Objective:

D. To increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

PPSSS-1. To obtain facts which differentiate types of maladaptive behavior and pathology.

PPSSS-2. To develop specific treatment skills as they apply to specific diagnoses.

PPSSS-3. To obtain criteria for diagnosing learning difficulties and suggesting methods of treatment.

Description:

This component consists of regularly scheduled meetings with the consulting psychiatrist. The method involves lecture and presentation of selected case studies and discussion. Training is broadened by including all school and community personnel involved in the individual case study.

10½ hours 7 consultation periods 10/3/69; 11/7/69; 12/5/69; 1/9/70; 2/6/70; 4/3/70; 5/1/70

Consultant: Alfred D. Koenig, M.D., Psychiatrist.

Evaluation:

Analysis of on-the-job performance by the supervisor through conferences, observation, and examining case record material.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 10½

Inservice Points 10 Basic

Component: Group Work, 1969-70 No. 364

General Objective:

D. To increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

PPSSS-4. To obtain criteria for the use of group work.

PPSSS-5. To obtain factual information relative to setting up a group.

PPSSS-6. To utilize the group method as a helping process.

Description:

Training is to be further deepened through lecture, workshop, experimental practice and personal experiential groups.

3 hours	8/28/69	Dr. Peter Ivory, Psychiatrist, Grudance Center of Hillsborough County. Lecture and Discussion.
7 hours		Additional consultants to be designated.

Evaluation:

Analyzing to what extent and degree participants in this component are using group work in the social work program. The quality of the group work will be analyzed by the supervisor.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 10

Inservice Points 10 Updating

Component: Paraprofessionals, 1969-70 No. 765

General Objective:

E. To introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objectives:

PPSSS-12. To present factual and descriptive information on the use of paraprofessionals from the literature and from presently functioning programs.

PPSSS-13. To designate the role and functions that can be performed by the paraprofessionals.

PPSSS-14. To develop a training program for paraprofessionals.

Description:

This component will include the following:

The use of consultants.
Committee meetings for intensive study and research.
Collaboration with other school and community personnel.
Activation of the training program.
Utilization of the paraprofessionals in social work teams.
Designing a program for the purpose of training social workers in the use of paraprofessionals.

12 hours	August 14 and 15, 1969	Two-day training workshop regarding the use of aides
9 hours	September 15 and 16, 1969	One and a half day training workshop regarding the use of volunteers.
9 hours	Additional consultants.	Will be designated.

Evaluation:

Demonstration of the effectiveness of the training program will be manifested in the actual use of the paraprofessional in social work teams, to be measured by the social workers and the supervisors.

Group Activity Hours 30 Inservice Points 30 Exploratory

Component: Community Resources, 1969-1970 No. 366

General Objectives:

D. To increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

PPSSS-7. To identify existing resources.

PPSSS-8. To learn the specific requirements for eligibility and referral to each resource.

PPSSS-9. To develop skill in the process of referral.

PPSSS-10 To identify unmet community needs.

PPSSS-11 To develop new resources as needed.

Description:

1. Speakers from school and community resources.
2. Trips to school and community resources.
3. Continual development and revision of resource file.
4. Follow-up of cases referred to other helping resources to determine benefit of service.
5. Consultation with social agency and school personnel, community leaders, civic organizations, law enforcement agencies, church and neighborhood groups.

2 hours	9/19/69	Buford McKenzie, Executive Director, Camp E-How-Kee and Camp E-Nini-Hassee Mrs. Gwen Hitchcock, President Big Sisters of St. Petersburg
8 hours		Additional consultants to be designated.

Evaluation:

By analyzing on-the-job performance and evaluating the extent to which new resources have been developed to meet unmet community needs.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 10½ Inservice Points 10 Basic

Component: Experiential Group Work No. 370

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

PPSSS-4 To obtain criteria for the use of group work.

PPSSS-5 To obtain factual information relative to setting up a group.

PPSSS-6 To utilize the group method as a helping process.

Description:

There will be twelve two-hour sessions conducted by a consultant in which participants will interact as group members and the consultant will interpret dynamics and demonstrate techniques for conducting the group.

24 hours Consultant: Howard Gray, ACSW
Psychiatric Social Worker
Private Practice

Evaluation:

Analyzing to what extent and degree participants in this component are using group work in the social work program. The quality of the group work will be analyzed by the supervisor.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 24 Inservice Points 24 Updating

Component: Curriculum and Supervision Problems in Reading No. 368

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

R-3 Participants will acquire the latest techniques in planning a reading program in their schools.

R-4 Participants will learn how to administer a reading program in their schools.

Description:

Dr. Philip Pfost, Professor, University of South Florida, Tampa, will conduct ten (10) four-hour presentations with general discussions of problems which might be encountered in planning and administering a reading program.

Some problems to be discussed:

a. Materials to be used.

b. Different types of programs (i.t.a., programmed instruction, etc.)

c. How to train content area teachers to teach reading in their classrooms.

Materials to be used will be selected by the instructor at a later date.

This component will only be open to elementary corrective and secondary reading teachers.

Evaluation:

Participants will be required to do an individual project.

Other measures of evaluation (tests, etc.) will be selected by the instructor at a later date.

Group Activity Hours 40 Inservice Points 40 Updating

Component: Teaching in Open Space, Secondary No. 371

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

Social Studies teachers for twelve new open space facilities will:

SS-7 Prepare A-V materials for use in open space.

SS-5 Construct models and processes to be applied in open space.

SS-8 Identify strategies that have been effective in open space.

Description:

Thirty-six participants will be provided with the following materials: Stimulating Techniques for Teaching Social Studies; The New Social Studies, Fenton; A Sequence of Learning and Teaching Experiences in Social Science as a Curriculum Model. Each open space team will receive a small budget for preparing A-V materials and two simulation games each.

The following activities will be provided: 1. Observation of three operating open space facilities; 2. a conference conducted by Nancy W. Bauer, Research Associate for Center for the Study of Instruction; 3. Seminar conducted by Judith Detuneg in Inquiry; 4. Simulation workshop by Jim Dillard, FPA; 5. Inter-personal relations workshop by County Guidance; 6. Workshop at County Materials Center and 6. Pre-school dissemination workshop. The Secondary Supervisor of Social Studies will conduct this component.

Evaluation:

Each participant will identify in writing ten to twelve strategies that have been effective in open space instruction.

Each participant will construct one model and process for open space.

Each participant will prepare A-V materials in three types of media.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 30 Inservice Points 30 Updating

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Number	Name	Participants	Points	Type
1	Project: Education 70's - Improvement of Education	237	7 - 40	E
2	Participation in Professional Conferences	347	4 - 24	E
3	Classroom Visitation	187	4 - 20	E
4	Supervising Student Teachers	310	12- 36	E
5	Educational Travel	125	12- 36	E
6	Off-the-Job, Work-related Activities	33	4 - 40	E
8	Training Instructors for Differentiated Staffing	2	40	B
9	Team Training for Differentiated Staffing	18	40	B
10	SST - 511 - FSU - Supervision of Student Teaching	95	33	E
76	Identifying and Writing Behavioral Objectives	481	12	B
77	Writing Instructional Objectives In Behavioral Terms	14	30	B
78	Development of Teaching-Learning Packets for Individualizing Instruction	27	60 60	(B (U
79	Teaching in Open Space with Modular Scheduling	137	30	B
80	Care, Use, and Repair of Audio-Visual Equipment	50	6	B
81	Audio-Visual Media	6	42	U
82	Pupil Involvement	15	15	B
83	Individualized Learning	68	30	B
85	Variety and Reinforcement	28	48	B
87	Curriculum Development	6	24	E
88	Still Photography as Artistic Expression	8	33	U
89	Overcoming Perceptual-Motor Deficiencies	9	12	E
90	Current Trends in the Teaching of Humanities	30	44	U
92	Developing Skills in Teaching Adults	44	6	B
11	Revision of Adult Home Economics Curriculum	51	6	U
12	Information on Current Trends in Adult Home Economics	53	6	U
94	Curriculum Development in Adult Home Economics	33	6	E
17	Behavioral Modification	15	10	U
97	The Use of Audio-Visual Equipment	35	9	B
98	Video Taping as a Classroom Technique	41	12	E
99	Preparing Charting Data for Computerization	16	12	U
100	Social Learning Curriculum for Exceptional Children	13	9	B
101	Techniques of Flow Charting	22	4	E
102	Techniques in Non-Terminal Placement	15	6	U
103	Team Teaching for Specific Learning Disabilities	28	60	U
104	Seminar for Curriculum Specialists	12	54	E
105	Seminar for ESEA Coordinating Teachers	13	57	E
22	Evaluation of New Textbooks	24	20	U
106	Improving Articulation in English	18	6	U
253	Handwriting	40	30	U
108	Individualizing Mathematics Instruction	8	40	U
109	Diagnosis in Elementary Mathematics	4	60	U
110	Diagnosing Primary Mathematics	4	60	U
111	Elementary Physical Education	34	12	B
112	Rhythms in Elementary Physical Education	33	6	B
114	Physical Education Special Event Coordination	34	6	B
115	The Use of Newspapers in the Elementary Curriculum	150	4	B
117	Audio-Lingual-Visual Materials in Foreign Languages	18	12	B
118	Utilization of the Language Laboratory	12	12	E
119	Curriculum Revision in Secondary Home Economics	8	60	U
120	Materials in Food and Nutrition	29	90	E
32	Learning Packet Skills	33	15	E

Components Given in 1969 - 1970

Continued

Number	Name	Participants	Points	Type
121	Exploration of Secondary Home Economics Materials	37	6	E
31	Solving FHA Problems	6	12	E
122	Developing Advanced Tailoring Skills	13	39	U
123	Advanced Training in Student Needs, Sewing Skills andMachine Maintenance	62	12	U
125	Creative Curriculum Materials in Industrial Education	31	90	E
126	Latest Developments in Industrial Education	36	6	U
128	Modern Grammars	34	44	U
129	Language Study	68	24	U
130	Teaching Reading Skills	94	4	U
131	English Department Leadership	30	16	U
132	Modern Introductory Mathematics	38	99	U
133	Skills, Techniques and Knowledge in Physical Education	168	6	U
134	Leadership Training in Basic Human Relations	16	105	U
135	Basal Reading Series	53	3	U
136	Visual-Motor Development	54	6	B
137	Language Process	52	6	U
139	Evaluative Procedures	55	12	B
140	Understanding Minority Groups	135	3	U
141	Community Agencies	28	3	B
142	College Information	14	4	U
143	Developmental Group Guidance Programs	9	6	B
144	Using Elementary Guidance Materials	10	3	B
145	Play Media	10	3	B
58	Psychology in a School Setting	16	64	U
146	Diagnosis of Perceptual-Motor Difficulties	16	6	U
147	The Reitan Battery	16	12	U
148	Projective Techniques	16	24	U
149	Specific Learning Disabilities	16	12	U
150	The Bender Visual-Motor Gestalt	16	12	U
151	Advanced Diagnostic Use of the Illinois Test of Psycholinguistic Abilities	16	12	U
64	Psychiatric Consultation	40	10	B
65	Group Work	28	10	U
152	Behavior Modification	24	15	E
153	Research and Evaluation	7	10	B
154	Language Development for Exceptional Children	2	24	U
156	Institute for Hearing Clinicians	2	24	U
158	Workshop in Language Development - August 19, 1969	22	6	B
159	Workshop - Language Development - August 20, 1969	121	6	B
161	Seminar-Clinical Therapy	13	24	U
162	Seminar - Organic Communication Disorders	14	16	U
163	New Skills in Demonstrating With the Overhead Projector	61	4	B
165	Mathematics 314 - Math for Junior High School Science Teachers	17	33	U
166	Physics 380 - Physical Sciences I	18	33	U

Components Given in 1969 - 1970

Continued

Number	Name	Participants	Points	Type
167	Physics 381 - Physical Science II	18	33	U
168	Religion and American History	28	10	E
73	Information on Current Trends in Technical Education	22	180	U
75	Implementing Vocational Guidance Programs	13	30	E
356	Audio-Visual Teaching in Foreign Languages	40	4	U
357	Art Media Workshop	88	4	B
358	Teaching in Open Space Elementary	36	40	B
359	Interpreting Psychological Tests and Reports for Educational Prescriptive Planning	28	6	U
360	Behavioral Modification in Schools	19	4	U
361	Adjustment to Change	66	42	E
362	Mapping the Classroom and Neighborhood	20	4	B
363	Psychiatric Consultation 1969 - 70	27	10	B
364	Group Work - 1969 - 70	27	10	U
365	Paraprofessionals 1969 - 70	6	30	E
366	Community Resources 1969 - 70	27	10	B
367	Data Processing	20	50	U
368	Curriculum and Supervision Problems in Reading	21	40	U
369	Workshop in Specific Learning Disabilities	50	15	U
370	Experiential Group Work	6	24	U
371	Teaching in Open Space, Secondary	22	30	U
372	Team Teaching in Open Space - Secondary Mathematics	15	10	E
373	Improving School Curriculum	112	44	B
374	Accreditation Standards	89	4	B
375	The Art of Conducting	62	4	U
376	The General Music and Humanities Program	49	4	U
377	Arts and Crafts Workshop - Summer Enrichment Program	9	12	U
378	Teaching in Open Space, Elementary (Modified)	57	18	B
379	Differentiated Staffing	14	40	E
381	Team Teaching in Open Space, Secondary English	27	6	B
392	Non-Graded Reading Program for an Elementary School	12	18	U
27	AAAS Science (FSU SCE 509)	80	90	U
	Total number of participants	5855	~~5855~~	

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81	Audio-Visual Media Specialists	U	80
82	Pupil Involvement	B	81
83	Individualized Learning	B	82
85	Variety and Reinforcement	B	83
86	School Law and Local Policies	B	84
243	Directed Independent Study	B,U,E	85
353	Improving Classroom Questions	B	86
358	Teaching in Open Space, Elementary	B	87
384	Public Speaking - Large Group Presentations	B	88
386	Team Teaching	B	89
387	Inquiry and Problem Solving Skills for Teachers	B	90
390	Variable Modular Scheduling	B	91
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TE-2 Form INSERVICE EDUCATION PROGRAM COMPONENT LOG PINELLAS COUNTY

Prepared by Paul Dickson, May, 1970 Component Log for School Year 1970 - 71

1 Component Number	2 Component Status	3 Type of Component	4 Name of Component	5 Kind of Personnel	6 Area of Instruction	7 Level of Students	8 Number Eligible for Component	9 Number Who Have Completed Component	10 Number Involved	11 Cost for Instructors	12 Cost for Participants Time	13 Cost-Miscellaneous	14 Travel and Per Diem Cost	15 Total Cost	16 Source of Funding
1	R	E	Workshop	CA TPS	25	AL	4400	746	625						
2	R	E	Conference	TPA	25	AL	4400	675	1200						
3	R	E	Visitation	TPA	24	AL	4400	187	400						
4	R	E	Conference	T	24	AL	4000	310	475						
5	R	E	Travel	TPA	24	AL	4400	125	250						
6	R	E	Workshop	TPA	24	AL	4400	33	110						
8	R	B	Workshop	T	24	E	180	8	2	1050	1063	1000	1400	4513	FF
9	R	B	Workshop	TPA	24	E	264	43	64						
10	R	B	Credit Course	T	24	AC	3056	95	42						
76	R-1	B	Workshop	TPS	24	AL	4400	481	230						
78	R	B	Workshop	TS	24	AL	475	27	30						
79	R	B	Workshop	TPS	24	AL	4400	137	150						
80	R	B	Workshop	TS	28	TS	4400	50	150						
81	R	U	Workshop	L	24	AL	123	6	12						
82	R	B	Non-Credit Course	TPA	24	AL	4400	15	42	500				500	LF
83	R	B	Non-Credit Course	TPA	24	AL	4400	43	68	500				500	LF
85	R	B	Seminar Workshop	TPA	24	AL	4400	28	50	500				500	LF
86	N	B	Non-Credit Course	P	25	AL	210		120						
243	N	BUE	Independent Study	TPA	25	AL	4400		100						
353	N	B	Seminar	TPA	25	AL	4400		60						
358	R	E	Workshop	T	28	E	4400	36	36	400		40	60	500	LF

TE-2 Form INSERVICE EDUCATION PROGRAM COMPONENT LOG PINELLAS COUNTY

Prepared by Paul Dickson, May, 1970 Component Log for School Year 1970 - 71

1 Component Number	2 Component Status	3 Type of Component	4 Name of Component	5 Kind of Personnel	6 Area of Instruction	7 Level of Students	8 Number Eligible for Component	9 Number Who Have Completed Component	10 Number Involved	11 Cost for Instructors	12 Cost for Participants Time	13 Cost-Miscellaneous	14 Travel and Per Diem Cost	15 Total Cost	16 Source of Funding
384	N	B	Workshop	TPA	24	AL	4400		60	1800	3000	40	60	4900	LF
386	N	B	Seminar	TPA	24	AL	4400		60	1800		40	60	1900	LF
387	N	B	Workshop Seminar	TPA	24	AL	4400		30	700	3000	360	290	4350	LF
390	N	B	Workshop	TPA	24	AL	4400		60	170		10		180	LF
391	N	E	Workshop	TPA	24	AL	4400		60	170		10		180	LF
169	N	B	Credit Course	T	2	EJS	70		20	900		150	150	1200	LF.
171	N	U	Seminar	T	2	EJS	70		70						
393	N	B	Seminar	T	2	E	24		24						
394	N	U	Workshop	T	2	JS	30		30		375			375	LF
395	N	B	Workshop	T	2	E	24		24						
396	N	BU	Workshop	TPA	22	A	32		12	350	5275	125	150	5550	LF
397	N	U	Seminar	TPA	22	A	140		129		2838			2838	LF
11	R	U	Workshop	T	10	A	91	51	40	100	1500	100		1700	LF
12	R	U	Workdhop	T	10	A	93	53	40	100	1500	100		1700	o LF
227	N	U	Workshop	T	10	A	40		40	50	600	50		700	o LF
228	N	U	Seminar	T	10	A	40		15	50	600	50		700	o LF
229	N	U	Seminar	T	10	A	40		15	50	600	50		700	o LF
398	N	B	Workshop	T	3-4	A	35		29	150	1080	350		1580	FF
367	R	U	Workshop	T	3	VT JS	35	30	12						
172	N	U	Workshop	T	6	JS	35		35			20		20	LF
211	N	B	Workshop	TS	24	EJS	20		20	100			160	260	LF

TE-2 Form INSERVICE EDUCATION PROGRAM COMPONENT LOG PINELLAS COUNTY

Prepared by Paul Dickson, May, 1970 Component Log for School Year 1970 - 71

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Component Number	Component Status	Type of Component	Name of Component	Kind of Personnel	Area of Instruction	Level of Students	Number Eligible for Component	Number Who Have Completed Component	Number Involved	Cost for Instructors	Cost for Participants Time	Cost-Miscellaneous	Travel and Per Diem Cost	Total Cost	Source of Funding
413	N	U	Workshop	TPA	7	EJS	184		50	150			150	300	O LF
97	R	B	Workshop	TPA	7	EJS	184	35	50						
98	R	D	Workshop	TPA	7	EJS	184	41	50			200		200	FF
439	N	U	Workshop	TPA	7	EJS	184		20			50		50	FF LF
444	N	E	Seminar	TPA	7	EJS	184		35	150			150	300	O LF
103	R	U	Non-Credit Course	TPA	7	EJS	184	35	35	17080		3000	3400	23480	FF
178	N	B	Workshop	TPA	7	EJS	184		50			25		25	LF
388	N	U	Credit Course	TPA	7	EJS	160		15						
399	N	E	Workshop	TPA	7	EJS	184		30						
400	N	U	Workshop	TPA	7	EJS	184		50			50		50	LF
401	N	U	Workshop	TPA	7	EJS	184		25			50		50	LF
402	N	U	Workshop	TPA	7	EJS	25		25						
403	N	U	Workshop	TPA	7	EJS	184		30			50		50	LF
404	N	E	Workshop	T	7	JS	200		20	1000	11700	150	91	12941	O
104	R	U	Seminar	S	25	E	75	12	40			200		200	LF
405	N	U	Workshop	TPA	18	E	1500		150						
406	N	U	Workshop	TPA	18	E	1500		35			1000		1000	LF
408	N	U	Workshop	T	14	E	1500		75	400				400	LF
409	N	U	Workshop	T	14	E	1500		75			100		100	LF
410	N	U	Workshop	TP	14	E	1500		90						
411	N	U	Workshop	TP	14	E	1500		90						

TE-2 Form INSERVICE EDUCATION PROGRAM COMPONENT LOG PINELLAS COUNTY

Prepared by Paul Dickson, May, 1970 Component Log for School Year 1970 - 71

1 Component Number	2 Component Status	3 Type of Component	4 Name of Component	5 Kind of Personnel	6 Area of Instruction	7 Level of Students	8 Number Eligible for Component	9 Number Who Have Completed Component	10 Number Involved	11 Cost for Instructors	12 Cost for Participants Time	13 Cost-Miscellaneous	14 Travel and Per Diem Cost	15 Total Cost	16 Source of Funding
412	N	B	Workshop Seminar	T	14	E	1500		30	500		4040	350	4890	LF
189	N	U	Workshop	TS	15	E	1500		25	270		3139		3409	LF
190	N	U	Workshop	TS	15	E	1500		25	400	4480	1533		6413	LF
382	N	U	Credit Course	T	15	E	1500		25						
111	R	B	Workshop	T	17	PU	1500	34	40	200			100	300	LF
191	N	U	Workshop	T	17	PU	1500		40	100				100	LF
193	N	U	Workshop	T	17	PU	1500		40	100				100	LF
113	N	U	Workshop	T	17	PU	1500		40	100				100	LF
27	R	U	Credit Course	T	19	E	1195	80	80	2000				2000	LF
414	N	U	Non-Credit Course	T	19	E	1195		30						
362	R	U	Workshop	TS	20	E	1480	20	20			250		250	LF
415	N	U	Credit Course	TPA	20	E	1600		30	800				800	0
416	N	U	Workshop	TS	20	P	750		160			2114		2114	LF
417	N	U	Workshop	TPA	20	E	1600		25			162		162	LF
418	N	U	Workshop	TPA	20	E	1600		90						
385	N	B	Workshop	T	24	EJS	4000		24						
117	R	U	Workshop	T	8	JS	110	18	40			100		100	LF
118	R	U	Workshop	T	8	JS	110	12	40			100		100	LF
196	N	U	Workshop	T	8	JS	110		40			100		100	LF
419	N	B	Workshop	G	23	JS	90		20						
32	R	B	Workshop	T	10	JS	68	33	40		1640	2000		3640	LF

TE-2 Form INSERVICE EDUCATION PROGRAM COMPONENT LOG Pinellas County

Prepared by Paul Dickson, May, 1970 Component Log for School Year 1970-71

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Component Number	Component Status	Type of Component	Name of Component	Kind of Personnel	Area of Instruction	Level of Students	Number Eligible for Component	Number who have Completed Component	Number Involved	Cost for Instructors	Cost for Participant Time	Cost-Miscellaneous	Travel and Per Diem Cost	Total Cost	Source of Funding
122	R	U	Workshop	T	10	JS	68	13	40	245				245	FF LF
233	N	E	"	T	10	AJS	75		35	600	16000	1000	180	17180	FF LF
234	N	U	"	T	10	JS	75		10		1800		50	1850	FF LF
235	N	U	"	T	10	S	25		15		1800	50		1850	LF
236	N	B	"	T	10	JS	75		20	100	1000		50	1150	LF
237	N	U	Cr. Course	T	10	JS	75		50						
420	N	U	Workshop	T	11	JS	12		40						
421	N	U	"	T	25	K	96		96	200		50		250	LF
173	N	U	"	S	14	JS	31		31	150			100	250	LF
175	N	U	"	T	14	J	185		30	194				194	LF
176	N	U	Workshop	T	14	S	165		30	194				194	LF
422	N	U	Non-credit Course	T	14	JS	350		30	194				194	LF
372	R	E	Workshop	T	15	J	225	15	15						
423	N	U	Cr. Course	T	15	JS	225		25	1500	1250	600		3350	FF
424	N	U	"	T	15	JS	230		25	4500		6000		10500	FF
199	N	U	Workshop	T	16	EJS	100		100	75			65	140	LF
200	N	U	"	T	16	EJS	100		100						
425	N	U	"	T	17	JS	160		160	200			200	400	LF
205	N	U	"	G	23	AL	120		105			100		100	LF
426	N	U	"	T	25	EJS	4000		32						
445	N	U	"	G	23	AL	120		30			360		360	LF

TE-2 Form INSERVICE EDUCATION PROGRAM COMPONENT LOG Pinellas County

Prepared by Paul Dickson, May, 1970 Component Log for School Year 1970-71

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Component Number	Component Status	Type of Component	Name of Component	Kind of Personnel	Area of Instruction	Level of Students	Number Eligible for Component	Number who have Completed Component	Number Involved	Cost for Instructor	Cost for Participants Time	Cost-Miscellaneous	Travel and Per Diem Cost	Total Cost	Source of Funding
427	N	U	Workshop	TP	25	AL	4400		60						
428	N	B	"	TP	25	EJS	4400		60						
429	N	U	Seminar	PP	25	AL	18		18						
430	N	U	Workshop	PP	25	AL	18		18						
431	N	U	"	PP	25	AL	18		18						
432	N	U	Seminar	PP	23	AL	18		18						
212	N	B	"	TS	18	EJS	100		100						
213	N	B	Workshop	TS	18	E	50		50						
222	N	U	Cr. Course	T	19	J	125		25	500		1300	100	1900	FF
433	N	U	Cr. Course	T	19	J	125		25	500		1300	100	1900	FF
434	N	U	Cr. Course	T	19	J	125		25	500		1300	100	1900	FF
435	N	U	Workshop	T	19	J	125		5	625	50			675	LF
179	N	U	"	TPA	7	AL	4147		20	150		120		270	LF
180	N	U	"	PP	7	AL	4147		10						
181	N	B	Seminar	TPA	7	AL	4147		20	150				150	LF
436	N	U	Workshop	PP	7	AL	23		15	180		300		480	LF
223	N	U	"	T	20	JS	250		4			100		100	LF
224	N	U	"	T	20	JS	250		31			200		200	LF
437	N	U	"	S	20	JS	250		31			100		100	LF
438	N	U	"	T	20	JS	250		250						
214	N	U	Seminar	PP	23	EJS	32		32	250		50		300	LF

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Prepared by Paul Dickson, May, 1970 Component Log for School Year 1970-71

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Component Number	Component Status	Type of Component	Name of Component	Kind of Personnel	Area of Instruction	Level of Students	Number Eligible for Component	Number who have Completed Component	Number Involved	Cost for Instructor	Cost for Participants Time	Cost-Miscellaneous	Travel and Per Diem Cost	Total Cost	Source of Funding
215	N	U	Seminar	PP	23	EJS	32		32			25		25	LF
216	N	B	Seminar Visitation	PP	23	EJS	32		32						
217	N	U	Seminar	PP	23	EJS	32		32						
218	N	E	Workshop	PP	23	EJS	32		11						
219	N	E	Seminar	PP	23	EJS	32		15			10		10	LF
220	N	B	Workshop	PP	23	EJS	32		32			25		25	LF
440	N	U	Seminar Visitation	PP	23	EJS	32		32						
441	N	B	Workshop	PP	23	EJS	32		32			25		25	LF
442	N	U	Seminar	PP	23	EJS	32		26						
443	N	BUE	Workshop	T	21	VT	57		22	1500	23245	4000		28745	FF

Component: Project: Education 70's- Improvement of Education No. 1

General Objective:

A-1. To provide improved educational experiences for Pinellas County pupils consonant with a changing social order and the best philosophies of education.

Specific Objectives:

G-1. To survey and evaluate new ideas in education, to select appropriate ones and develop original ones for establishing and implementing innovative programs in Pinellas County.

G-2. To write a Master Plan for Education in the 1970's to be designated Project: Education 70's.

G-3. To prepare new curricula and materials for the innovative programs of Project: Education 70's.

Description:

A long-range steering committee, composed of the Superintendent and certain members of his staff will meet two hours each month during the 1970-71 school year. It will explore ideas and determine directions and policies for program development. It will also review and approve the work of each sub-committee.

Sub-committees will be formed from professional personnel and the lay community. Each sub-committee will explore its assigned area under the guidance of a resource person and by study and discussion arrive at plans and procedures to implement its portion of the master plan.

Sub-committees will be formed for ideals, staff, curricula, facilities, services, elementary education, and secondary education. Each sub-committee will meet upon the call of its chairman and will determine the structure of its own activities. Outside consultants will be employed to suit the needs of each sub-committee. Number of credit points will be determined at the end of each sub-committee's work for the year, depending upon the number of group activity hours ranging from 10 to 40.

Evaluation:

The Steering Committee and each sub-committee will discuss and evaluate the contrubutions of each of their members in each meeting and will utilize the product of each meeting for the succeeding meetings. The Steering Committee will evaluate the reports of the sub-committees. The District School Board will evaluate the report of the program as submitted by the Steering Committee.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 10-40 Inservice Points 10-40 Exploratory

Component: Participation in Professional Conferences No. 2

General Objective:

F. Furnish opportunities and incentives for people to participate in exploratory activities.

Specific Objective:

G-4. For professional staff members to keep abreast of activities and trends in their areas of specialization, or in the profession of Education.

Description:

Professional staff members will attend state, regional, and national conferences, which appear to be worthwhile for updating their knowledge or skills in their respective fields, or in the broad field of education. Prior to attending a conference, the participant will prepare a short statement describing the nature of the meeting and explaining what he hopes to gain from attendance at the meeting. Six points will be assigned for each full day of conference participation (three points for each half day).

Evaluation:

All persons participating in this inservice education program component will complete a questionnaire upon their return. This questionnaire will be designed to provide general information regarding the value of this component in accomplishing Specific Objective 4 or General Objective F.

Inservice Points 3 for each half-day - Maximum 6 per day Exploratory

Included as the next page (unnumbered) is a copy of the certificate required for credit under this component.

THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

INSERVICE TEACHER EDUCATION

Component No. 2 - Participation in Professional Conference - Exploratory

Certificate

I certify that I attended ______________________________
name of group and type of meeting

______________________ from ____________ to ____________
date date

in ____
city and state

and was in actual attendance at sessions for __________________
total number of hours

The principal theme of the meeting was: ______________________

____

The main speaker(s) ____________________________________

____

Specific values to me were:

____

____

____

____________________ ______________________________
date signature

____
school or department

Approved for ______ exploratory type inservice education credit points .

________________ ________________________________
date Principal, Supervisor, or Assistant Supt.

Note: A maximum of 6 points is allowed each day for 6 or more hours of participation, 3 for one half day.
No participation of less than four hours may be counted for credit.

Component: Classroom Visitation No. 3

General Objective:

F. Furnish opportunities and incentives for people to participate in exploratory activities.

Specific Objective:

G-5 For teachers to discover additional procedures, materials, or techniques which might be usefully employed in their own classrooms.

Description:

Arrangements will be made whereby teachers may observe in other classrooms. Prior to participation in this component, the teacher must prepare a statement of the specific things he will be looking for in his visit. Following the visit, he must complete a certificate indicating what he learned or gained from the experience. One point will be assigned for each hour of observation.

Evaluation:

A questionnaire will be developed to secure opinions of participants regarding the usefulness of this component for accomplishing the general objective. This questionnaire will be administered to each person who participates in this component.

Inservice Points For each hour of observation - 1 point Exploratory

Included as the next page (unnumbered) is a copy of the certificate required for credit under this component.

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

INSERVICE TEACHER EDUCATION

Component No. 3 - Classroom Visitation - Exploratory

Certificate

I certify that I observed a class in ____________________
subject or grade

at the ______________________________ on ______________________
school date

and that the experience was of professional value to me.

I learned the following:

____
date signature

My own position and assignment ______________________________

Approved ____
Supervisor or Principal

Note: At least four hours of classroom visitation must be made to receive any credit for inservice education. One point is allowed for each hour.

Component: Supervising Student Teachers No. 4

General Objective:

F. Furnish opportunities and incentives for people to participate in exploratory activities.

Specific Objectives:

G-6 To gain experience in guiding new teachers in their development.

G-7 To gain knowledge of new content and techniques in the field, as brought to the classroom by students fresh from higher education.

Description:

Participants (directing teachers) will confer with the student teachers frequently to learn as much as possible about new ideas from the college. They will observe the student in all classes the first week he teaches and in at least a majority of all classes thereafter. They will make notes of techniques and discuss them with the student. They will incorporate in their own behavior those deemed appropriate and feasible.

Evaluation:

Each participant will submit a written report to his supervisor on new knowledge and skills learned.

Credit Points ~~12~~ 20

Exploratory

Included as the next page (unnumbered) is a copy of the certificate required for credit under this component.

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

INSERVICE TEACHER EDUCATION

Component No. 4 - Supervising Student Teachers or Interns - Exploratory

Certificate

I certify that I supervised ______________________________
name

a student teacher/an intern from ______________________________
university

during the period from ________________ to ________________
date date

and that the experience was of professional value for me.

Some additions to my knowledge acquired through this experience:

Some techniques for classroom leadership and teaching:

______________ ______________________________
date signature

______________ ______________________________
position school or department

Approved for 20 inservice points ______________________
Supervisor or Principal

Component: Educational Travel No. 5

General Objective:

F. Furnish opportunities and incentives for people to participate in exploratory activities.

Specific Objective:

G-8 To acquire by travel knowledge and understanding significant for personal development and for professional competency.

Description:

Individuals or small groups will travel to other areas offering opportunities to learn directly at the source matters pertaining to their field of interest. This will include geography, history, sociology, anthropology, government, art, culture, music, language, science, business, industry, customs and any other pertinent matters.

This travel may also be mainly for personal development and understanding of the world in which we live, physically and socially.

A person desiring credit for this travel will present to his supervisor, before departing, his plan and objectives for the trip.

Evaluation:

The participant will complete a questionnaire after the travel, or submit a report listing accomplishments, or do both, at the discretion of his supervisor.

Credit Points 12 per week

Exploratory

Included as the next page (unnumbered) is a copy of the certificate required for credit under this component.

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

INSERVICE TEACHER EDUCATION

Component No. 5 - Educational Travel - Exploratory

Certificate

I certify that I traveled in ______________________________
country or

__________________________ for a period of ____________________
state

weeks from ____________________ to ________________________ for the purpose of increasing my knowledge and/or understanding of culture and/or people and that the experience was of professional value to me.

____
signature

____
school or department

Approved for ____________________ inservice credit points.

____
Principal, Supervisor, Assistant Superintendent

Note: Twelve (12) points are allowed for each week of travel. A maximum of 36 points may be credited toward any one renewal of certificate.

Component: Participation in Off-the-Job, Work-related Activities No. 6

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

F. Furnish opportunities and incentives for people to participate in exploratory activities.

Specific Objective:

G-9 For participants to learn, work, train, explore and take part in activities to extend, increase and up-date their knowledge and skills.

Description:

Participants will take part in activities and programs at science laboratories, research centers, other educational institutions, and in business and industry. Such activities to include occupational experience and work-study. Prior to departure the participant will submit a written outline of the project to his principal or supervisor. The outline will include place, organization, inclusive dates, plan of activities, and objectives.

Evaluation:

Each participant will submit an activity report containing information in detail on learning achievements.

Credit Points 6 per day

Exploratory

Included as the next page (unnumbered) is a copy of the certificate required for credit under this component.

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

INSERVICE TEACHER EDUCATION

Component No. 6 - Off-the-Job, Work-Related Activities - Exploratory

Certificate

I certify that I observed and worked in ______________________

____
factory, firm, center, or institution

located in ______________________________________.
city and state

for ______________ work days during the period ______________

to ______________________. This was approved by my supervisor beforehand. My activities during this time consisted of:

Summary in schedule form of specific items of knowledge and skill which I learned and which I believe will help my educational effectiveness:

____
signature

____
position, school or department

Approved for ______________ inservice credit points.

____
Principal, Supervisor, Assistant
Superintendent

Note: Six (6) points may be allowed for each full day of activity.

Component: Training Instructors for Differentiated Staffing No. 8

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objective:

G-12 Participants will learn how to organize and teach a course to teachers on differentiated staffing.

G-25 **Participants** will learn techniques for micro-teaching, use of the video tape recorder, systematic analysis of teacher-pupil interaction, individualized learning, and team teaching.

Description:

This is a workshop for master teachers who will be trained to become instructors in future components to train teachers in the concepts of differentiated staffing and individualized instruction and in their implementation. It will be conducted by a county consultant and outside consultants.

Evaluation:

(1) Analyze performance of micro-teaching recorded on video tape.

(2) Analyze "on the job" performance.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 40 Inservice Points 40 Basic

Component: Team Training for Differentiated Staffing No. 9

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

G-13 Participants will learn the principles and procedures for working on a differentiated staff.

G-14 Each participant will complete at his own speed, the packages assigned by the instructor.

Description:

Teaching teams composed of a team leader, beginning staff teachers, and teacher aides will work with training packages and children to develop skills for team teaching in a differentiated staff setting. Children will be in attendance 3 hours each day.

Evaluation:

The criteria established by the U. S. Office of Education and the Florida State Department of Education will be used by representatives from these departments to evaluate the project. Associated Consultants in Education will evaluate procedures and materials using the criteria established by the above mentioned agencies.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 40 Inservice Points 40 Basic

Component: SST - 511 -- FSU - Supervision of Student Teaching No. 10

General Objective:

F. Furnish opportunities and incentives for people to participate in exploratory activities.

Specific Objective:

G-15 Participants will learn the principles and techniques of directing student teachers.

Description:

This is a college credit course taught by a professor from the Florida State University. It meets for three hours one evening each week for eleven weeks. All teachers who are directing a student teacher from FSU in any subject or area are invited to attend.

Evaluation:

(1) Paper and pencil test.

(2) Analyze on the job performance.

(3) The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 33 Inservice Points 33 Basic

Component: Identifying and Writing Behavioral Objectives No. 76

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

G-52 Participants will distinguish between written objectives which are stated in terms of student behavior and those which are not so stated.

G-53 Participants will write instructional objectives which are stated in terms of specific student behavior.

Description:

The following instructional materials will be used: *Preparing Instructional Objectives*, by Robert F. Mager (Fearon Publishers, Palo Alto, California), and three filmstrips--*Educational Objectives*, *Establishing Performance Standards*, *Appropriate Practice* (available from Vimcet Associates, P. O. Box 24714, Los Angeles, California 90024, and H. M. Harmes, *Behavioral Analysis of Learning Objectives*. The program will be conducted by a consultant from within the school district who is familiar with the objectives, the procedures, and the concepts to be taught in the component. Twelve class hours

Sequence:

1. Filmstrip, *Educational Objectives* shown and discussed.
2. The Educational Objectives quiz from Manual administered.
3. Textbook, *Preparing Instructional Objectives*, distributed.
4. Procedure for remainder of course explained.
5. Filmstrip, *Establishing Performance Standards*, shown and discussed.
6. Quiz administered.
7. Filmstrip, *Appropriate Practice*, shown and discussed.
8. Mager's test administered.
9. Complete Harmes' exercises with group discussion after each one.

Evaluation:

An objective test will be given requiring participants to distinguish between objectives which are stated in behavioral terms and those which are not. All participants should answer at least 90% of the items correctly.

All participants shall present to the consultant at least three specific objectives stated in terms of student behavior which they prepared for their own classes.

The course will be evaluated by each participant and by the instructor on an objective check sheet.

Group Activity Hours 12 Inservice Points 12 Basic

Component: Writing Teaching-Learning Packets for Individualized Learning No. 78

General Objective:

D. To increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

G-21 For participants to learn techniques and skills for writing self-instructional packets in behavioral terms for individualizing learning.

G-22 Each workshop participant will write at least one self-instructional packet. Each packet will contain the objectives in behavioral terms, a pretest, activities, and teacher evaluation.

Description:

Teachers will be selected to participate in a workshop to meet the specific objectives of this component.

Local consultants will:
(a) assist with initial packet writing,

(b) critique all packets and make suggestions for revision, and

(c) provide resource materials.

The participants will be assigned to small groups of three or four. Each small group will be given the scope and sequence of a specific subject area and given the task of writing and critiqueing a series of self-instructional packets for each subject area.

Evaluation:

Each packet will be checked for the content as outlined in the specific objectives.

A questionnaire will be developed to secure opinions of the users (teachers and students) of the effectiveness of the packets in a classroom situation.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 40 Inservice Points 40 Basic

Component: Teaching in Open Space with Modular Scheduling No. 79

General Objective:

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objective:

G-23 Participants will learn specific techniques and strategies for operation in each of the following areas: (a) large-group instruction, (b) small-group instruction, (c) laboratory instruction, (d) individual and independent study, (e) staff teaming, and (f) to write one segment of a self-instructional packet.

Description:

This workshop will be conducted by outside consultants and will be 30 hours in length. Each participant will be involved in large-group sessions, small-group sessions, and individual study; and within each of these three groupings the participants will study following topics:

(1) Developing self-instructional packets

(2) Open-space organization

(3) Small-group instruction

(4) Writing behavioral objectives

(5) Laboratory and individual study

(6) Team teaching

(7) Large-group instruction

The sessions will include lectures, films, filmstrips and printed materials appropriate to each session.

Evaluation:

(1) A writen test on techniques and strategies

(2) Evaluation by the consultant of each packet.

(3) The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 30 Inservice Points 30 Basic

Component: Care, Use, and Repair of Audio-Visual Equipment No. 80

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objective:

G-27 Participants will learn the use, care, and minor repair of equipment used in the classroom.

Description:

The workshop will be conducted by a consultant familiar with all audio-visual equipment. Participants will be shown how to correctly use such audio-visual equipment as the controlled reader, overhead projector, film-strip projector, 16mm. projector and tape recorder. The participants will be trained in minor repair, bulb replacement, and timer regulation.

Evaluation:

Participants will make minor repairs on 90% of equipment demonstrated.

An objective check-out test will be taken by each participant. All participants should answer 90% of the items correctly.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 6 Inservice Points 6 Basic

Component: Audio-Visual Media Specialists No. 81

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objective:

G-28 For media specialists (librarians) to keep abreast of new audio-visual equipment and materials in order to help the instructional staff produce non-print materials for specific instructional programs.

Description:

Media specialists will learn the use of reel to reel tape recorders and cassette tape recorders in order to produce teacher made tapes for instruction.

Media specialists will learn to produce the transparency and 35 MM slide for classroom instruction.

Media specialists will learn the principles of using magnetic film and will use an 8MM camera to produce a single concept film for classroom instruction.

Media specialists will learn the operation, application, and limitations of the video tape recorder.

Media specialists will spend fourteen three-hour sessions receiving instruction at the Pinellas County Materials Center. This instruction will extend over a ten month period.

Evaluation:

All participants will produce:

1. An audio tape on library skills.
2. Ten transparencies and twenty slides on library skills.
3. An 8MM film on library skills.
4. A video tape on library skills.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 42 Inservice Points 42 Updating

Component: Pupil Involvement No. 82

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

Participants will learn to:

G-29 Pre-assess pupil ability before beginning each unit.

G-30 Determine achievement of specific objectives.

G-31 Use questions which require comprehension, application, and analysis of acquired knowledge.

G-32 Provide each learner with an opportunity for success.

Description:

A non-credit course in basic skills of teaching, conducted by county personnel with the assistance of an outside consultant. The class will meet for a three-hour period for five successive weeks.

Evaluation:

1. Analyze performance on paper and pencil test.
2. Analyze performance in scaled-down or simulated situations.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 15 Inservice Points 15 Basic

Component: Individualized Learning No. 83

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

Participants will learn techniques of:

G-33 Classroom management for individual learner participation.

G-34 Motivating the individual learner.

G-35 The inquiry method of teaching.

G-36 Stimulating learners toward creative and innovative activities and ideas.

Description:

A non-credit course in basic skills of teaching, conducted by county personal with the assistance of an outside consultant. The class will meet for a three hour period for ten successive weeks.

Evaluation:

1. Analyze performance on paper and pencil test.
2. Analyze performance in scaled-down or simulated situations.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 30 Inservice Points 30 Basic

Component: Variety and Reinforcement No. 85

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

G-37 Have sensitivity to the individual learner.

G-38 Recognize and use visual cues of learning.

G-39 Use non-verbal cues.

G-40 Use a variety of verbal and non-verbal teaching techniques.

G-41 Relate new knowledge to past knowledge and to new experiences.

G-42 Vary the learning environment.

G-43 Use various reinforcement techniques in teaching.

Description:

A seminar-workshop in basic skills of teaching, conducted by county personnel with the assistance of an outside consultant. The class will meet thirty hours. There will be micro-teaching, video-tape recording, and other practical activities.

Evaluation:

1. Analyze performance on paper and pencil test.
2. Analyze performance in scaled-down or simulated situations.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 30 Inservice Points 30 Basic

Component: School Law and Local Policies No. 86

General Objective:

C. Broaden and deepen the knowledge of individuals in their respective area of responsibility.

Specific Objectives:

G-46 Participants will learn the provisions of Federal and Florida laws pertinent to their responsibilities.

G-47 Participants will learn the general policies of the Pinellas County District School Board.

Description:

A non-credit course taught by Dr. Thomas Southard, County Superintendent. The class will meet for one three-hour period during the school day (released time) each week for fourteen weeks. Especially designed for administrators, but others may enroll with permission of the instructor.

I. Supervision of pupil admission and attendance.
II. The power of the principal to establish rules and regulations of pupil conduct.
III. The principal's role in loco parentis - some selected problems.
IV. The law of privileged communications.
V. The principal and the tenure law.
VI. School Board policies.
VII. Current court decisions and the school principal.
VIII. Tort Liability.

Evaluation:

An objective test (Remlien) will be used at the end of final session to assess the participants' overview of School Law.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 40 Inservice Points 40 Basic

Component: Directed Independent Study No. 243

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

F. Furnish opportunities and incentives for people to participate in exploratory activities.

Specific Objectives:

G-59 Participants will learn techniques of research.

G-60 Participants will write a research paper.

G-61 Participants will learn new content, or teaching techniques, or media usage in their particular fields of competence.

Description:

This component affords participants the opportunity to do independent work under the guidance of a specialist in an area of specialization, or in basic skills, or in exploratory innovation.

The participant will select the specialist with whom he wants to work. The specialist will prescribe procedures, suggest references and sources, give guidance, and supervise the research and writing. A specialist is any person with advanced training and experience in the area and who is approved as a directing specialist by the Director for Staff Development.

Any study must involve at least 30 hours of reading and/or research, and culminate with typewritten paper of not fewer than 5000 words. The paper will include a statement of the problem, the procedures, a discussion and conclusions. A bibliography must be appended.

Evaluation:

The paper will be evaluated by the directing specialist. The specialist will submit to the Office of Staff Development a brief written evaluation of the paper.

Hours 30-60 Inservice Points 20-40 Basic
Updating
Exploratory

Component: Improving Classroom Questions No. 352

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

G-62 Participants will learn the techniques for using questions calling for higher level thought processes (i.e., questions which require more than rote memory).

G-63 Participants will construct questions of each of the following types: Memory, translation, interpretation, application, analysis, synthesis, and evaluation.

G-64 Participants will demonstrate in their classes the use of each of the types of questions specified in the above objectives.

Description:

Participants will be organized in groups of 6 to 12 for participation in this inservice component. A staff member who is familiar with the objectives, the procedures, and the concepts to be taught will be available for consultation with each of the groups of participants. There will be eight group meetings of two hours each.

The consultant will meet with participants during the first meeting to clarify objectives and procedures. Participants will receive a copy of the book, Classroom Questions: What Kinds, by Norris M. Sanders (Harper & Row 1966) and six 600 foot reels of magnetic tape for recording segments of their classroom lessons. They will also have access to tape recorders for use during the training program. Group meetings will be devoted to (a) discussion of questions at the end of the chapter in Classroom Questions, (b) discussion of the questions written by participants, and (c) discussions of tapes made by participants.

Evaluation:

Each participant will write four examples of each of the types of questions dealt with in the training program within a period of not more than one hour, using no references.

Each participant will present a tape recording demonstrating the use by him in his classroom of each of the types of questions dealt with in the component. When asked, he will explain why each of the examples was appropriate for the situation in which it was used.

Each participant and the instructor will evaluate the component itself on an objective check sheet.

Group Activity Hours 16 Lab Hours 14 Inservice Points 30
Basic

Component: Teaching in Open Space Elementary No. 358

General Objective:

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objectives:

G- 51 Each participant will learn the concept of open space utilization.

G- 52 Each participant will learn the principles of curriculum planning for open space education.

G- 53 Each participant will acquire techniques for furthering pupil-development in an open space curriculum.

Description:

Thirty-six teachers who will teach in open space next year for the first time will participate in four seperate activities designed to inform, inspire, and train them for effective leadership of pupils in this innovative type curriculum.

(1) Observation: Observe under guidance for three half-days the open space program now operating in three different elementary schools. In each school the principal and his staff will explain the program.

(2) Conference: During two two-hour conferences the participants will discuss with six or more experienced teachers the problems they have had in the open space program, and their solutions.

(3) Group Dynamics: A twelve-hour course conducted by Professor Lee DuBois of the University of South Florida.

(4) Seminar: A half-day seminar led by Mrs. Beatrice Williamson, Supervisor of Program Development for Broward County Schools, on open space curriculum.

Evaluation:

The course itself will be evaluated by each participant, by the Elementary Education Director and by the several Elementary Education coordinators involved.

Each participant will summarize in a brief statement what he has gained from the course.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 28

Inservice Points 28 Basic

Component: Public Speaking - Large Group Presentations No. 384

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

G-65 Participants will prepare and deliver a short talk to inform, and another one to influence attitudes or behavior.

G-66 Participants will outline in writing a 45-minute lecture to inform. Outline will include teaching aids and cues.

Description:

A course designed to train participants for large group instruction and for affective public speaking. It will meet for thirty hours in the summer within a three weeks period and will be repeated during the school year, each time during a ten-weeks period. It will include training in planning, organizing, preparing aids, writing, breath control, voice modulation, posture and movement, attention to feed-back, tempo, notes and cues, cognitive and affective speeches, and appearance.

Evaluation:

Given a week's notice each participant will prepare and deliver one 5-minute affective speach and one 5-minute speech to inform.

Each participant will submit a written outline, with pertinent notes, for a 45-minute lecture.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 30 Inservice Points 30 Basic

Component: Team Teaching No. 386

General Objective:

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objectives:

G-67 Each participant will learn the skills of group dynamics.

G-68 Each participant will develop a model of a differentiated task oriented team.

G-69 Each participant will learn the techniques for conducting large group, small group, and laboratory activities.

G-70 Each participant will develop a model program for individualized learning.

G-71 Each participant will learn techniques for evaluating teaching.

G-72 Each participant will learn to vary and reinforce learning experiences.

G-73 Each participant will learn the structure and modes of flexible grouping.

Description:

This is a composite component of seven parts, each part directed to one of the Specific Objectives, conducted by a team of consultants, each member having particular strengths. It is organized to synthesize the principal features basic to effective learning in the light of recently recognized concepts. Lectures will be incidental; the main thrust will be through group discussion, individual participation, and interpersonal activities. Micro-teaching, self-critique, role-playing and individual projects will characterize the course. Consultants from Universities and from the County staff will conduct the component.

Evaluation:

(1) Demonstration of techniques in role-playing activities.
(2) Models constructructed for Specific Objectives 68 and 70.
(3) The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 60 Inservice Points 60 Basic

Component: Inquiry and Problem Solving Skills for Teachers No. 387

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

G-74 Participants will learn the content and structure of several exemplary and innovative programs.

G-75 Participants will learn research techniques.

G-76 Participants will solve instructional problems.

Description:

A thirty-hour seminar-workshop conducted by an outside consultant. It will include:

Seminar Sessions, Individual creative exercises, Group exercises in creative thinking, Lectures, Group discussion, Sub-group problem involvement, Handouts and 35mm slides, Reading sssignment, Reference books, Creativity tests, Formal guide for problem solving.

The Workshop is divided into three major phases:

(1) The Problem-Solving Process.

(2) Creativity Exercises.

(3) Personal Problem Solving Situations.

After presentation of the philosophy and methodology involved, each of the above areas will be thoroughly explored by the participating teachers. This workshop completely involves the teacher in the overall process.

There are certain course aims to be accomplished during the workshop. They are as follows:

1. To stimulate the latent creative powers in school teachers.
2. To put these creative powers to work toward recognizing and solving instructional and other classroom problems.

Evaluation:

Participants will identify and define instructional problems. Each participant will write one or more hypotheses based on his instructional problem (s). Each participant will design a solution to his problem (s).

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Component: Variable Modular Scheduling No. 390

General Objective:

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objectives:

G-77 Participants will distinguish between the philosophy for organization of instruction within a VMS and a traditional block schedule.

G-78 Participants will learn how to organize their teaching activities with the components of VMS.

Description:

The course will use prepared transparencies developed by Research and Development Department. A variety of publications developed by Allen, Beggs and Trump may be used. These publications are available in the professional library in the School Administration Building. The program will be conducted by a consultant within the school district familiar with the objectives, procedures and concepts to be taught in the Component. Twelve class hours, either 4 evening meetings of 3 hours each or 6 of 2 hours each at option of the group.

Evaluation:

The course will be evaluated by each participant and by the instructor on an objective check sheet.

Group Activity Hours 12 Inservice Points 12 Basic

Component: Seminar in Differentiated Staffing No. 391

General Objectives:

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

F. Furnish opportunities and incentives for people to participate in exploratory activities.

Specific Objective:

G-79 Participants will learn the principles of Differentiated Staffing, and the functions of various staff members.

Description:

This will be a limited enrollment class for selected persons. It will be led by a member of the County staff, assisted by other County consultants. It will meet from 7:00 to 9:00 P.M. each week for ten weeks. The instructor will present various models for differentiated staffing, will explain the process of the County Task Force for Differentiated Staffing, will discuss the operation of differentiated staffing in Temple City and other school systems, and will assign a moderate amount of reading for each participant. Video-tapes will be used. Participants will also be involved in presenting their own creative models.

Evaluation:

(1) There will be a written test on principles and functions.

(2) The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 20 Inservice Points 20 Exploratory

Component: Cinematography As Artistic Expression No. 169

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

A-11 Participant will learn to use motion picture photography as an art experience in the classroom.

Description:

This will be a three (3) quarter-hour credit course taught by a University of South Florida professor whose salary will be paid by local funds. Art 465, Cinematography I, takes into consideration basic technical and aesthetic factors involved in using black and white silent motion pictures as a vehicle for visual, artistic expression. This should be applicable to instructing elementary and secondary students in the skill.

The class will meet one night a week for eleven weeks. Students will be limited to elementary and secondary art teachers.

Evaluation:

On-the-job-performance by instructor of the course.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 33

Inservice Points 33 Basic

Component: Critical Evaluations in The Visual Arts No. 171

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

A-12 Participants will aquire skill in critically evaluating the visual arts.

A-13 Participants will learn how to teach students critical evaluation of visual arts.

Description:

This component will consist of a two-day seminar for elementary and secondary art teachers to be held during pre-school In-service time. Seminar will be conducted by Professor James Crane of Florida Presbyterian College and will center around developing skill in making and teaching how to make critical evaluations about the visual arts using actual art works and reproductions.

Evaluation:

Questionnaire to be completed by participants at end of seminar on how well the objectives were met.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 12

Inservice Points 12 Updating

Component: Teaching Art To The Disadvantaged No. 393

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

A-14 Participants will identify specific art skills or experiences lacking in the disadvantaged child.

A-15 Participants will learn teaching techniques relevant and beneficial to the disadvantaged child.

A-16 Participants will develop an art curriculum especially geared to the disadvantaged child.

Description:

Seminar of six sessions - two hours each.

Sessions will consist of speakers, discussing readings and comparing and criticizing actual teaching strategies. Speakers will be from the school district. Sessions will be held on In-Service days for elementary art consultants only.

Evaluation:

Analysis of on the job performance. Supervisor will evaluate application of procedures and methods demonstrated in subsequent classes.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 12

Inservice Points 12 Basic

Component: Art Department Leadership No. 394

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objectives:

A- 17 Participants will learn current trends and activities in the field of art.

A- 18 Participants will acquire skill in departmental leadership and management.

Description:

This component will consist of five half-day workshops planned and led by county personnel. Substitutes will be provided for the thirty art department chairmen. The work draft of the secondary art guide and other publications on current art trends will serve as points for discussion. County and state personnel will be asked to speak to the group as the individual needs of the participants are made known.

Evaluation:

The participants will complete a questionnaire at the end of the year.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 12½

Inservice Points 12 Updating

Component: Training of Art Personnel In Team Teaching No. 395

General Objectives:

B. Improve the attitudes of certificated personnel, consonant with varying needs, in the areas of professionalism, community relations, pupil relations, and relations with colleagues.

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

G. Help teachers and administrators to: (1) deepen awareness of their feelings and the feelings of others, (2) enhance appreciation of their own potential, and (3) improve their attitudes towards the school environment.

Specific Objectives:

A- 19 Participants will acquire skill in working within a group.

A- 20 Participants will learn innovative ways of teaching art in a team situation.

Description:

This component will consist of two parts:

(a) During pre-school In-service, twenty-four (24) art consultants will meet for two (2) days with a person in school district qualified to work in group dynamics. Lecture and discussion will deal with working relationships with others.

(b) Second part of component will be a one-day work-shop three (3) weeks later. In this session skills and techniques tried in the classroom in the interim will be discussed and evaluated. Group limited to elementary art consultants.

Evaluation:

Self evaluation of on-the-job performance. Supervisor will evaluate applications of skills and methods demonstrated in subsequent classes.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 18

Inservice Points 18 Basic

Component: Development of General Adult Curriculum No. 396

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

AGE-3 Participants will acquire skill in curriculum development and revision.

AGE-4 Participants will learn to adapt the curriculum to individual student needs.

AGE-5 Participants will learn to write self-instructional learning guides for students.

Description:

Instruction for participants will be given by both County and State Department personnel to train in course development and revision.

Each teacher will revise one course outline for his discipline. The workshop will be six hours per day for six weeks. The first week of instruction will be given to developing abilities in writing instructional objectives in behavioral terms. Two six-hour periods will be devoted to training for self-evaluation techniques.

An extensive library of references, textbooks and new Audio-Visual aids will be made available for use. The following instruction materials will be used: Preparing Instructional Objectives by Robert F. Mager (Fearon Publishers, Palo Alto, California), Curriculum Rationale by Okumu, Rupert and Tyler (University of California, Los Angeles, California), Taxonomy of Educational Objectives by Krathwohl and Bloom (David McKay Company, Inc., New York, N.Y.)

Evaluation:

An objective test will require the participants to distinguish between objectives which are stated in behavioral terms and those which are not. All participants should answer at least 90% of the items correctly.

All rough copies of work done will be evaluated by the director of the supervisor to ascertain that the work follows the guidelines of a criteria checklist which will be provided for each participant.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 180 Inservice Points 40 - Basic
40 - Updating

Component: Psychological Basis of Adult Education No. 397

General Objective:

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objective:

AGE-6 Participants will learn the principles and tenets of the psychology of adult learning.

Description:

Personnel from the General Adult Education Section of the State Department of Education and the State University System will assist the local Director and Supervisor of Adult Education in conducting the seminars.

Problems involving mental, physical and social behavior most often encountered in adult teaching will be presented to the group. Each group will be asked to offer a solution based upon the latest research in the Adult Education Programs. Indivisuals having similar experience to the problem presented will be able to compare their solution to the solution offered by authorities in the field of Adult Education.

Participants will attend two three-hour seminars, one in the fall and one in the spring. Following a review of the research of the psychological aspects of adult learning the participants will be divided into groups. Each group will be presented with different problems which occur most often in Adult teaching. Resource personnel will assist each group in the solution of the problem. The problem and the solution from each group will be presented to the entire seminar.

Substitutes will be provided and release time for the teachers will allow them to attend the six hours, and they will be compensated at their hourly rate.

Evaluation:

Evaluation will be based "on-the-job" performance of the participants. Continued follow-up will be through the individual conferences with the teachers involved.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 6 Inservice Points 6 Updating

Component: Revision of Adult Home Economics Curriculum No. 11

General Objective:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objectives:

AHE-1 Participants will learn current trends in home economics and vocational education.

AHE-2 Participants will acquire teaching techniques in an area of reported interest.

AHE-3 Participants will review and update general course outlines for specific programs.

Description:

The workshop will be held during pre-school week. There will be two sessions each three hours in length. Participants will be adult home economics teachers - both full-time and part-time. Resource persons will be full-time staff members, the coordinator, the supervisor, and an outside consultant.

Teachers will hear reports and lectures on current trends in home economics and vocational education. Papers and lectures given at AHEA and FVA will be reviewed.

The afternoon session will be devoted to a presentation dealing with teaching techniques used in advanced clothing construction and basic tailoring.

Evaluation:

A short objective examination will be administered at the end of the first session. Participants will be expected to demonstrate comprehension by scoring at least 80% of the items correctly. The second session will be evaluated by asking individual teachers to apply the techniques demonstrated. The supervisor will determine extent of application of procedures and techniques demonstrated in subsequent classes.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 6

Inservice Points 6 Updating

Component: Current Trends in Home Economics No. 12

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

AHE-4 Participants will learn new and ongoing developments in specifically related areas of interest.

AHE-5 Participants will develop and further refine course outlines in advanced clothing and basic tailoring.

Description:

The workshop will be held prior to the Winter Trimester classes at a central location in the County. There will be two sessions each three hours in length. Participants will be adult home economics teachers - both full-time and hourly personnel. Resource persons will be full-time staff members, teacher coordinators, the supervisor, and an outside consultant.

During the first session the teachers will hear lectures and see demonstrations on new fabrics, notions, linings, and underlinings currently being introduced on the retail market for use in the construction of tailored garments.

The afternoon session will be divided into three separate presentations. The first hour will be spent on a review of behavioral objectives, the second will be spent reviewing the course outlines under consideration, and the third will be used for suggesting changes in the course outlines for advanced clothing construction and basic tailoring.

Evaluation:

An objective examination covering the writing of behavioral objectives will be administered. Full-time teachers will be expected to score at least 90% of the items correctly and part-time personnel at least 75% of the items. The course outlines will be evaluated by the supervisor. Participants will also be given an opportunity to evaluate the workshop.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 6

Inservice Points 6 Updating

Component: Consumer Education in Adult Home Economics No. 227

General Objectives:

A. Assist the professional staff in developing curricula which are relevant to the needs of students.

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objectives:

AHE-14 Participants will learn recent trends in consumer economics.

AHE-15 Participants will learn the provisions of Section F, Consumer and Homemaking Education, of the 1968 Amendments to the Vocational Education Act of 1963.

AHE-16 Participants will learn methods for integrating consumer education with regular courses.

Description:

The workshop will be held during the late Spring. There will be two sessions each three hours in length. Participants will be adult home economics staff members, both full-time and hourly personnel. Resource persons will be county staff personnel, SDE personnel, and an outside consultant on consumer economics.

Teachers will hear an outside consultant speak on recent trends in consumer economics, and a state department of education consultant will speak to the group concerning methods of integrating consumer economic concepts into regular courses of instruction.

Evaluation:

Following the speakers, the teachers will demonstrate understanding by suggesting ways in which they can utilize the information and methods discussed in their own classes. The supervisor and coordinator will evaluate overall success by observing how the participating teachers use the information and methods in subsequent classes.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 6

Inservice Points 6 Updating

Component: Consumer Education for the Disadvantaged No.228

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objectives:

AHE-17 Participants will learn special consumer problems of the disadvantaged.

AHE-18 Participants will acquire skill in adopting consumer information and materials to use in classes of disadvantaged students.

AHE-19 Participants will explore special methods and techniques which have proven to be effective in teaching consumer economics to the disadvantaged.

Description:

The seminar will be held during the winter quarter. The session will be five hours in length. Participants will be adult home economics staff members who have expressed an interest in the subject and a need for the information. Resource persons will be SDE personnel, the teacher-coordinator of disadvantaged projects and an outside consultant.

The teachers will hear a consultant (SDE) lecture on the special consumer problems of disadvantaged families. A representative of the Pinellas Housing Authority will discuss consumer problems facing residents of low-income housing developments.

The teacher-coordinator of disadvantaged projects will give a demonstration on effective methods of teaching consumer information to disadvantaged adults.

Evaluation:

Participants will be required to submit a resume of selected readings related to consumer problems of the disadvantaged and to complete a self-evaluation check list.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 5

Inservice Points 5 Updating

Component: **Consumer Education for the Elderly** No.- 229

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objectives:

AHE-20 Participants will identify the special consumer problems of the elderly.

AHE-21 Participants will adapt consumer information and materials for use in classes for the elderly.

AHE-22 Participants will explore special methods and techniques which have proven to be effective in teaching consumer economics to the elderly.

Description:

During the winter quarter there will be 2 seminars, each 2½ hours long. Participants will be adult home economics staff members who have expressed interest in the subject. Resource people will be county staff personnel and other selected local resource people familiar with the problems of the elderly.

Lectures on consumer problems of the elderly will be followed by a discussion period in which participants will be asked to offer solutions to specific consumer problems of the elderly.

The Director of the Mirror Lake Adult Center will moderate a panel of Senior Citizens discussing consumer problems commonly encountered by the senior citizen.

Evaluation:

Teachers will be required to read and submit a written report on consumer problems of the elderly--including suggestions as to methods that can be used to help solve such problems.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 5 Inservice Points 5 Updating

Component: Adult Business and Distributive Education Teaching Techniques No. 398

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

BE-4 For participants to distinguish between different types of teaching techniques and methods.

BE-5 For participants to define the motives and drives of the adult students in relation to adult vocational classes.

Description:

Pre-registration text material will be mailed to students as required reading. A consultant, who is proficient in updated theories of learning, motivation, drives and teaching techniques, will conduct a two to three-hour lecture session on this aspect. Various media will be used to critique teaching methods. Students will discuss and demonstrate methods of controlling students and records.

The lecture will be followed by three or four hours of discussion and detailed examples of applications. This discussion will be led by the County Supervisor, assisted by selected specialists.

Evaluation:

An objective test on teaching techniques, student motivations and drives will be administered. All participants should answer at least 90% of the items correctly.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 6 Inservice Points 6 Basic

Component: Data Processing No. 367

General Objectives:

A. Assist the professional staff in developing curricula which are relevant to the needs of students.

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objectives:

BE-1 Participants will learn additional procedures, materials, terminology, and techniques for writing a course in data processing.

BE-2 Participants will acquire knowledge about data processing.

BE-3 Participants will acquire skills in data processing and techniques for teaching.

Description:

The participants will be organized into twenty class meetings of two hours and thirty minutes each for ten weeks under leadership of a county consultant.

The consultant will introduce the concepts of the computer with various topical subject matter such as: 1) An in-depth description of the punched card, magnetic tape, magnetic disk, and other input and output media. 2) An in-depth description and understanding of the principles behind the stored program, the elements of storage, core storage and drum storage. 3) An introduction to computer mathematics; i.e., binary, decimal, octal, and hexadecimal numbering systems. 4) Brief introduction to the principles of the central processing unit portion of the computer. 5) The practical understanding of flow-charting and program-writing with an actual program written, keypunched, and processed on the computer. 6) Finally, the study in depth of the manner and approach to adequately instruct a basic high school data processing course.

Evaluation:

The school consultant or principal will observe each participant using these materials with children in class and note the effectiveness of the program in diagnosing and meeting individual pupil needs.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 50 Inservice Points 50 Updating

Component: Range Drills and Drivercator Responsive System No. 172

General Objective:

I. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

DR-1 Driver Education teachers will acquire skills in construction of and devising range drills.

DR-2 Driver Education teachers will acquire the techniques of using the Drivercator Responsive System.

Description:

This will be a demonstration, practice, training activity led by an instructor from the University of South Florida. Each participant will physically perform those exercises and use those techniques demonstrated by the instructor.

The instructor will observe, correct, and re-demonstrate. Exercises will include range drills and use of the drivercator system.

The component will be conducted on a staff development day during the pre-school period prior to the beginning of the 1970-71 school year. It will include not less than six hours of group activity.

Evaluation:

The County Supervisor of Driver Education will observe each participant on the job and evaluate his performance as affected by the workshop.

The component itself will be evaluated by observation and by an objective check list.

Group Activity Hours 6 Inservice Points 6 Updating

Component: Diagnosis and Remediation of Learning Disabilities No. 211

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

DRS-1 For participants to acquire skills in the use of tests, observation, and research to pinpoint specific disabilities.

DRS-2 For participants to learn to effectively use the results of diagnosis to plan corrective programs for individuals tested.

Description:

The consultant will provide demonstration materials which he has found to be successful in the development of his model at the University of Illinois Diagnostic Center. In a six-hour workshop the consultant will illustrate his presentation with transparencies and mimeographed material supplied by him.

Evaluation:

Each participant, using the battery demonstrated, will test and prescribe a program of remediation for a referred student.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 6 Inservice Points 6 Basic

Component: Behavioral Modification, 1970-1971 No. 413

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objective:

ECE-30 The participants will demonstrate management of student behavior through behavioral charting techniques.

Description:

An outside consultant-specialist in behavioral management will present a lecture at a workshop session to be held to update teacher skills in behavioral modification techniques and charting as it relates to the process of modification.

The coordinator will involve those staff members who have worked with these techniques as small group leaders. The preliminary sessions will cover pinpointing, recording, consequating and evaluating.

Teachers will apply the techniques in their classes, calling upon the resource team (teachers and coordinators) for assistance in implementation of techniques.

A final session to share data and experiences will be held to complete the component.

Evaluation:

The instructional team working cooperatively with the participants will evaluate the participants' ability to use a charting system effectively enough to show positive behavioral modification in students.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 5 Inservice Points 5 Updating

Component: The Use of Audio-Visual Equipment No. 97

General Objective:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objectives:

ECE-13 The participants will operate the specified equipment.

ECE-31 The participants will list means of utilizing machines effectively so as to lower maintenance costs.

ECE-32 The participants will compile sources of materials to be used on equipment.

Description:

The participants will be organized in small groups. The groups will meet with a consultant to study a specific piece of equipment. Each group will rotate until they have been exposed to each piece of equipment.

In each session, the participants will be taught operation, proper care, utilization of resources of materials and construction of materials for the equipment.

The equipment to be worked with will be: 16mm. projector, tape recorder, language master, video tape recorder, Hoffman projector, typewriter, record player, filmstrip projector, television, listening center, slide projector, single concept loop projector, 8mm. projector, overhead projector, 8mm. camera and opaque projector.

Evaluation:

A checklist of equipment will be utilized by the group leaders to assure that all participants have checked out adequately on the equipment.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 12 Inservice Points 12 Basic

Component: Video Taping as a Classroom Technique No. 98

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

F. Furnish opportunities and incentives for people to participate in exploratory activities.

Specific Objectives:

ECE-16 The participants will learn techniques of video taping.

ECE-17 The participants will learn to use video taping as an instructional tool.

ECE-18 The participants will adapt prepared tapes for use with specific classes.

Description:

Educational media personnel and exceptional child staff will conduct a series of workshops in which participants will: (1) develop techniques for lesson presentation using the video tape, (2) develop evaluation criteria for use with previously prepared tapes (commercial and staff prepared).

One full day will be devoted to lecture and demonstration by educational media specialists in the techniques of video taping and to practice by participants on the equipment.

Small group sessions will be utilized to develop actual video programs to be produced and to work on adaptations of previously prepared tapes.

Evaluation:

Teachers will prepare a series of four video tape lessons.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours ~~12~~ 20 Inservice Points ~~12~~ 20 Basic

Component: Social Learning Curriculum for Exceptional Children, 1970-1971 No. 432

General Objectives:

A. Assist the professional staff in developing curricula which are relevant to the needs of students.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

ECE-21 The participants will demonstrate precision instruction techniques for programmed materials for research purposes.

ECE-22 The participants will maintain accurate records and report instructional activities for research purposes.

Description:

Participants will attend a full day conference conducted by Dr. Herbert Goldstein, Exceptional Child Education Department, Yeshiva University, who will present the theoretical background and research purposes of the Social Learning Curriculum which will be field tested in Pinellas County Exceptional Child Education classes.

On a scheduled basis, participants will be visited by the appointed consultant in field testing research, Mr. Thomas Sarchioto, and other staff members.

Individual conferences will be held following classroom observations.

Evaluation:

The teachers' competence in the utilization of programmed materials, their ability to pretest to establish instructional level, their ability to post-test to determine student progress and their ability to record progress accurately will be evaluated by the Research Department, Yeshiva University.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 12 Inservice Points 12 Updating

Component: Habilitation/Rehabilitation Techniques No. 444

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

F. Furnish opportunities and incentives for people to participate in exploratory activities.

Specific Objectives:

ECE-33 The participants will define and list ways in which Vocational Rehabilitation relates to Exceptional Child Education.

ECE-34 The participants will list effective features of interaction among those involved in the Habilitation/Rehabilitation process and prepare a checklist of these activities.

Description:

Vocational Rehabilitation counselors will assist in developing a series of four presentations which will include theory of Rehabilitation, referral procedures, case evaluation, Rehabilitation techniques, and interrelation of personnel in the Rehabilitation process. Sessions will involve lectures, small group meetings, facilities tours.

Participants will develop checklists of involvement of teachers in the Rehabilitation process, a separate one for elementary and secondary levels since the involvement is different.

Evaluation:

Teachers, coordinators and Vocational Rehabilitation counselors will utilize the designed checklists of team participation and educational programming which will be designed to promote the effectiveness of exceptional child education in the Habiliatation/Rehabilitation process. Participating teachers will rate themselves on the instrument following a pre-determined amount of time in which the participants have had an opportunity to implement the educational techniques of the Rehabilitation process.

The componentitself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 9 Inservice Points 9 Exploratory

Component: Clinical Team Teaching for Specific Learning Disabilities No. 103

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

ECE-26 The participants will demonstrate skills for in-depth educational diagnosis for the identification of children with specific learning disabilities through seminars, observation, testing, programming and teaching.

ECE-27 The participants will design prescriptive programs based on educational diagnosis as measured by student progress.

ECE-28 The participants will construct instructional materials to meet the instructional objective as measured by charting student progress.

Description:

One-hour seminars will be conducted weekly throughout the year by the project supervisor for the development of theory in specific learning disabilities and individual prescriptive teaching techniques based on educational diagnosis.

Teachers will observe children in testing situations, administer tests, participate in conferences interpreting tests and participate in a team evaluation of students for proper placement consideration.

They will write individual prescriptive programs based on proper educational diagnosis and chart the daily progress of a student in a laboratory situation.

Evaluation:

A rating scale designed to rate trainees from 1 to 4 (poor to superior) in theoretical background, testing, interpretation and programming (selection, design, implementation, evaluation and re-design). Completion of course will require 80% (minimum) success. Children will be given pre and post tests to determine progress made in specific areas.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 40 Inservice Points 40 Updating

Component: Team Teaching and Individualized Instruction in the Open Space Facility No. 178

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

F. Furnish opportunities and incentives for people to participate in exploratory activities.

Specific Objective:

ECE-35 The participants will exchange experiences related to team teaching and will organize techniques for using team strengths to implement individualized instruction.

Description:

A workshop comprised of two three-hour sessions will be offered to develop skills in the open-space teaching concept as it relates to exceptional child education. Approaches will require study of theory and practice in cooperative team planning for the individualization of instruction. Teachers will progress through a series of small group sessions under the direction of exceptional child education and regular school personnel who have successfully participated in some of the variety of teaching experiences utilized in the implementation of the educational concepts under study. Approaches will include lectures, films, visitations where possible, small group planning sessions to develop strategies for timing, spatial arrangements, grouping.

Evaluation:

Participants will design a workable program arrangement for an exceptional child open-space approach which will include: number of teachers, number of students, grouping of students, equipment, individualization of equipment, daily time schedule, rotation systems, teacher planning arrangements.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 8 Inservice Points 8 Basic

Component: Educational Programming for the Emotionally Disturbed ED 632 - USF No. 388

General Objectives:

B. Improve the attitudes of certificated personnel, consonant with varying needs, in the areas of professionalism, community relations, pupil relations, and relations with colleagues.

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objectives:

ECE-49 Participants will read and discuss theory of and research in emotional disturbance.

ECE-50 Participants will apply theory of and research in emotional disturbance through educational programming to bring about behavioral changes in selected children within their own classrooms.

Description:

Under the direction of Mrs. Guetzloe, Instructor from the University of South Florida, participants will read and discuss theory related to the emotionally disturbed child, and will review research in the field. Emphasis will be placed upon educational programming which will involve differentiation of instruction for the various types of disturbed children within the exceptional child program.

Evaluation:

Participants will apply theory and research techniques to the educational programming of specific students for the purpose of behavioral change, and will produce a paper or other information instrument discussing approaches and results of the program implemented.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 44 Inservice Points 44 Updating

Component: Understanding Varying Cultures No. 399

General Objectives:

B. Improve the attitudes of certificated personnel, consonant with the varying needs, in the areas of professionalism, community relations, pupil relations, and relations with colleagues.

H. Improve the racial integration process and enrich the educational experience for all concerned.

Specific Objectives:

ECE-36 The participants will learn customs and attitudes of minority groups.

Description:

Exceptional Child Educators will be involved in a series of lectures and discussions for the development of understanding of students who are from cultural backgrounds which differ from those of the participants. Particular emphasis will be placed on the child who is from a lower socio-economic background. Lectures will be drawn from those who work with the lower socio-economic problem areas. Participants will rotate through small group meetings whih will be chaired by educators and non-professionals who are intimately involved with the varying culture served in the Exceptional Child Education Program.

Evaluation:

The participants will define and list customs and attitudes of minority groups.

Several months following the preliminary sessions, participants will meet again to form reaction groups to evaluate the approach utilized in the inservice study. Verbal summarizations will be presented to the entire body.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 5 Inservice Points 5 Exploratory

Component: Using the ITPA To Develop Teaching Programs No. 400

General Objectives:

A. Assist the professional staff in developing curricula which are relevant to the needs of students.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

ECE-37 The participants will learn approaches to the use of the ITPA as a resource for program planning for the exceptional child through study of sub-tests.

ECE-38 The participants will assemble data on commercial materials and non-commercial materials which are of value in working with strengths and deficits of children as identified on the ITPA.

Description:

Participants will view films on the use of the ITPA, listen to lectures by staff of the University of Florida who have participated in research in the area of materials which can be used in working with strengths and weaknesses found through the ITPA testing program.

Participants will meet in small groups to consider each section of the ITPA, and to explore materials and suggestions for working with problems identified through the ITPA.

Following a period in which teachers will work with students using materials that have been selected, a review session will be held with the participants to evaluate the materials which they thought to be of value.

Evaluation:

The participants will list approaches to the use of the ITPA as a resource for program planning and for the exceptional child through study of sub-tests.

Based upon teacher program designs and materials selected, small group leaders and participants will determine whether or not a basic knowledge of the ITPA has been gathered to the extent that it is applicable as a teaching tool.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 4 Inservice Points 4 Updating

Component: Speech Improvement for the Trainable Mentally Retarded No. 401

General Objectives:

A. Assist the professional staff in developing curricula which are relevant to the needs of students.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

ECE-39	The participants will learn techniques in speech improvement for the trainable and educable mentally retardate.
ECE-40	The participants will list experiences with speech sounds according to a developmental sequence.
ECE-41	The participants will develop resource materials.

Description:

A speech clinician, (Karen Miles) in conjunction with teachers of the trainable (Patricia Carroll, Rose Goodall) will conduct a series of work sessions to develop techniques in language development teaching, particularly in the production of speech sounds and resource materials for the trainable and educable mentally retarded child.

Sessions will involve lectures, demonstrations of techniques used by speech clinicians and teachers, small group sessions for developing additional materials relative to the sequential development of speech sounds.

Evaluation:

Participants will list techniques in speech improvement for the trainable and educable mentally retardate.

Participants will produce a resource file of speech and language experiences for their own use.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 8 Inservice Points 8 Updating

Component: Art for the Trainable Mentally Retarded No. 402

General Objectives:

A. Assist the professional staff in developing curricula which are relevant to the needs of students.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

ECE-42 The participants will learn characteristics of gross and fine visual and motor activities.

ECE-43 The participants will learn techniques to remediate visual and motor-perceptual problems through art experiences.

ECE-44 The participants will develop a file of art resource materials for work in the areas of visual-motor-perception.

Description:

Participants will explore problems of gross and fine visual-motor-perception as related to the trainable mentally retarded and young educable mentally retarded child. The film, Visual Perception-Failure to Learn will be viewed. Members from the Art Department, District School Board of Pinellas County, will present the work that they have done in this area. The art consultant to Exceptional Child Education will further explore with the participants, specific activities which may be used to strengthen perceptual skills.

Evaluation:

The participants will list identifying characteristics of gross and fine visual and motor activities.

The participants will demonstrate techniques to remediate visual and motor-perceptual problems through art experiences.

Participants will develop a working manual or resource instrument which will be of value to them in the use of art as a teaching technique for visual-motor-perceptual improvement.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 8 Inservice Points 8 Updating

Component: Audio-Visual Materials and Methods No. 403

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

F. Furnish opportunities and incentives for people to participate in exploratory activities.

Specific Objectives:

ECE-45 The participants will acquire skill in constructing materials that can be used with the specific equipment.

ECE-46 The participants will learn various ways in which specific pieces of equipment can be used to improve instruction in exceptional child education.

Description:

Demonstration of methods for producing materials to be used on specific pieces of audio-visual equipment will be presented, by the State Department of Education and local media personnel. Participants will have an opportunity to construct materials on their own to use on the equipment. Participants will demonstrate the materials designed and discuss various ways in which teacher prepared or commercially prepared materials may be used specifically on the 16mm projector, overhead projector, audio-tape recorder, 8mm loop projector and 35mm slide projector.

Evaluation:

Participants will demonstrate the finished product which they have designed or modified for use on selected pieces of equipment.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 9 Inservice Points 9 Updating

Component: Vocational Instruction for Exceptional Youth No. 404

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

ECE- Each participant will outline long range and short term unit plans which he will use in his program for incorporating exceptional youth into his regular vocational education program or into specifically designed vocational education programs.

Description:

Three weeks will be devoted to the orientation of vocational education teachers to the nature and needs of exceptional youth.

Week Number One: Characteristics of Exceptional Children and Youth (Instructors will be selected from exceptional child staff). Lectures, films and small group sessions will be devoted to: intellectual functioning, motor-visual perceptual skills, learning styles, identification of the handicapped.

Week Number Two: Vocational Planning for Exceptional Youth (Instructors will be vocational rehabilitation counselors and exceptional child educators). Lectures, films, small-group discussions will be devoted to study of current training programs, vocational capabilities of exceptional youth, visits to vocational evaluation centers.

Week Number Three: Establishing Criteria and Planning for Exceptional Youth (Group leaders will be vocational rehabilitation counselors and exceptional child educators). Following large-group goal-setting discussions, participants will work in small groups to establish criteria for planning for exceptional youth in vocational education. Following large-group acceptance of the criteria, participants will work individually and in small groups to plan for exceptional youth to be incorporated into their particular area of specialty.

Evaluation:

Long range and special unit outline plans will be evaluated by other participants and group leaders through use of the established criteria.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 90 Inservice Points 90 Exploratory

Component: Seminar for Curriculum Specialists No. 104

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

EEC-1	Participants will learn new trends in curriculum.
EEC-2	Participants will acquire diagnostic skills.
EEC-3	Participants will acquire skills in group dynamics.
EEC-4	Participants will learn skills for establishing a classroom climate for optimal learning.
EEC-5	Participants will acquire skills in observing teachers.

Description:

Participants will meet in seminar sessions for eighteen, three hour sessions. Sessions will be concerned with:

1. Defining the role of the curriculum specialist.
2. Gaining skills in working with individuals and groups to improve instruction.
3. Updating knowledge and methods in the various disciplines.
4. Acquiring skills in diagnosing pupils' learning needs.
5. Acquiring skills in observing teachers and skills in making recommendation to improve teachers' effectiveness, including establishing a classroom climate for optimal learning.

Materials related to the elementary curriculum will be presented and discussed. County and outside consultants will be utilized in leadership roles. Classrooms will be used for labortory type experiences.

Evaluation:

Participants will list at least five new trends in the curriculum area presented.

Participants will demonstrate diagnostic techniques in at least two curriculum areas.

Participants, following sessions in group dynamics, will utilize techniques learned in their own schools and report regarding success.

Participants will list several skills and techniques which need to be acquired by teachers, if there is to be a climate for optimal classroom learning.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 54 Inservice Points 54 Updating

Component: The Processes of Word Analysis No. 405

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objuctives:

ELA-6 Participants will learn the processes of Word Analysis.

Description:

A consultant will hold four one and one-half hour lecture-discussion sessions, one each in phonic analysis skills, structural analysis skills, comprehension skills, and study skills, such as dictionary, reference, summarizing, etc. These sessions will be held one day per week for four consecutive weeks. Materials to be used are Handbook for Word Study Skills, Elementary Department, 1965 and Word Attack, Clyde Roberts, Harcourt, Brace and Company, 1956.

Participants will complete practice exercises in the respective skills at each group meeting. These will be checked and used as the basis for discussion.

Evaluation:

Participants will be given the Dr. Ira Aaron Test on Word Analysis Skills.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 6

Inservice Points 6 Updating

Component: Teaching Reading Skills No. 406

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

ELA-6 Participants will learn to recognize and develop readiness for reading.

ELA-7 Participants will learn diagnostic techniques, skills in teaching word analysis, and skills in teaching comprehension.

Description:

A consultant will schedule a series of four 1½ hour meetings at which time films on the teaching of reading produced by Allyn & Bacon showing Dr. William B. Sheldon and several classroom teachers demonstrating with children in classrooms will be viewed. Each of the following will be the topic of one session: Reading Readiness, Diagnostic Techniques, Word Analysis, and Comprehension Skills. The consultant will talk briefly prior to the viewing of a film. An informal discussion following the film presentation will be led by the consultant.

Evaluation:

Participants will list on a written test characteristics of readiness for reading, as well as techniques for developing reading readiness. Participants will write in essay form at least one diagnostic technique, as well as one each for teaching word analysis and teaching comprehension.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 6

Inservice Points 6 Updating

Component: Modern Grammars No. 408

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objectives:

ELA-12 Participants will learn the basic concepts and processes of structural grammars.

ELA-13 Participants will learn the basic concepts and processes of transformational grammar.

Description:

This is a lecture-demonstration course conducted by county personnel. It will meet for fifteen two-hour periods after school hours on school days. A representative from the intermediate grades, in each of the county's elementary schools will enroll in the course. In becoming acquainted with structural grammar, the instructor will help participants learn to describe the English language by labeling various words in a sentence, by describing the word's own structure and by showing its place and role in the sentence. They will further note that most English sentences fall into a few easily recognizable patterns, which can be separated into noun clusters and verb clusters.

In contrast to structural grammar, participants will be lead to understand that the transformationalists approach the study of language a different way, that of attempting to establish rules for generating any possible sentence in English, whether or not it has ever been spoken.

Evaluation:

(1) On a written test each participant should respond correctly to 95% of the items.
(2) On-the-job performance will be observed by a county supervisor.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 30

Inservice Points 30 Updating

Component: Handwriting No. 409

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

ELA-14 Participants will learn teaching techniques that will enable their students to write legibly with ease and fluency.

ELA-15 Participants will acquire skill in both manuscript and cursive writing.

Description:

This is a laboratory type workshop conducted by Mr. Clinton S. Hackney, Director of Reasearch, The Zaner-Bloser Company. It will meet for fifteen, two hour periods after school hours on school days. At the first meeting of the class a diagnostic test will be given to indicate strengths and weaknesses of the participants in handwriting. The instructor will demonstrate techniques of teaching and writing and involve participants in practicing those things he has demonstrated. He will continually observe the participants, making corrections and suggestions until each has achieved satisfactory performance. He will direct participants in constructing lesson plans utilizing the various techniques and new instructional materials demonstrated. The workshop will be given once in the fall and once in the spring.

Evaluation:

A written test based on techniques and handwriting skills will be given on the last day of the course. Each participant must answer at least 75 per cent of the test items correctly. Results of the final test will be compared with results of the diagnostic test.

On the job performance in each participant's classroom will be observed by a county supervisor to determine effectiveness of the course.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 30

Inservice Points 30 Updating

Component: Use of Informal Reading Inventory and Group Reading Inventory No. 410

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

ELA-16 Participants will learn the uses of the informal reading inventory and the group reading inventory in the elementary classroom.

ELA-17 Participants will administer the informal reading inventory and the group reading inventory in small groups.

Description:

A consultant will present and demonstrate the uses and administration of the informal reading inventory. Participants will be divided into small groups to practice administering the inventory to the other group members. Discussion of techniques and methods will take place in the small groups. The informal reading inventory will be used for two one and one-half hour sessions. The same procedure will be followed using the group reading inventory.

Evaluation:

Participants will demonstrate their knowledge of the uses of these inventories on a written test.

Participants will demonstrate individual compentency in administering these instruments in their small group sessions.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 6

Inservice Points 6 Updating

Component: Teaching Literature in the Elementary Classroom No. 411

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objectives:

ELA-18 Participants will learn the philosophy and methods of teaching literature in the elementary classroom.

ELA-19 Participants will identify the varied types of literary expression and their values in working with students.

Description:

A series of four one and one-half hour sessions will be held. A consultant will use a combination of lecture and informal discussions to develop the participant's knowledge of methods and techniques in the teaching of literature. The topics to be covered in these discussions are:

a) The planning of a literature program.

b) The varied types of literary expression and their values to students.

c) Effective use of the literary reader.

d) Ways in which literature can be used in bibliotherapy.

Evaluation:

Participants will state in written form a philosophy of the teaching of literature and methods for the teaching of literature.

Participants will identify the varied types of literary expression and their values in working with students on a written test.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 6

Inservice Points 6 Updating

Component: Innovative Approaches to Language Arts in a Selected Elementary School. No. 412

General Objectives:

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objectives:

ELA-20 Participants will learn the basic teaching skills of reinforcement, questioning, probing and non-verbal communication.

Description:

The following instructional materials will be used:
Materials included in B - 2 Training Packages:

1. Non-verbal Behavior
2. High Order Questions
3. Socio-metric Data
4. Introducing a Unit
5. Culminating a Unit
6. Instructional Games

Pre-recorded video tapes illustrating the use of certain basic teaching skills.

Video tapes, recorded during the course, of participants practicing the skills which have been introduced.

The basic teaching skills will be presented by the instructor who will support his presentation with pre-recorded examples of teachers using these skills with children. This will be followed by discussion and reviewing for purposes of clarification. When the instructor is satisfied that the participants understand the skill, they will be asked to prepare a language arts lesson based on specific objectives which will require the use of the particular skill being presented. This lesson will be recorded on Video tape for later viewing and evaluation. Reteaching the lesson may follow. Each basic skill will be presented in this manner.

Evaluation:

Participants will develop learning units relating to the language arts and requiring the use of the basic learning skills to which they have been introduced. They will demonstrate the techniques they have learned by actually using these teaching units with children. The lessons will be video-taped for viewing and evaluation by both the instructor and the participant.
The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 30

Inservice Points 30 Basic

Component: Teaching Elementary Mathematics No. 189

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

EM-16 Participants will learn the latest trends in elementary mathematics.

EM-17 Participants will acquire skill in using a variety of materials.

Description:

Twelve two-hour weekly sessions will be held. Each session will focus on a specific topic within the field of elementary mathematics. A series of films for teacher education, from the National Council of Teachers of Mathematics, will serve as the core. In addition, hard- and soft-ware will be demonstrated. Teachers will have the opportunity to learn to use all equipment and materials utilized in the sessions.

An elementary consultant will serve as the instructor.

Evaluation:

Each participant will list with a brief explanation a specific number of the latest trends in elementary mathematics.

In micro teaching before the class each participant will use a variety of materials to demonstrate the techniques learned.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 24 Inservice Points 24 Updating

Component: Using Mathematics Learning Laboratories No. 190

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objective:

EM- 18 Teachers will learn the philosophy and techniques of the laboratory approach for teaching elementary mathematics.

Description:

The laboratory approach is one in which the children use a variety of materials to discover solutions to problems. Textbooks are seldom, if ever, used. Mathematical concepts and skills are developed through the creative problem solving approach.

A two-week workshop training session will be conducted for a limited number of teachers. An elementary consultant and/or university professor will serve as director(s). A wide variety of hard- and soft-ware will be demonstrated and used by the directors and participants. Participants will construct materials, design units and identify commercial materials for use in laboratory situation. These teachers, in turn, will set up learning laboratories and use the laboratory teaching techniques in the mathematics programs in their respective schools. These labs will then serve as pilot programs and be open to scheduled observation by other teachers.

Evaluation:

Evaluation will be a continuing process during the conduct of the component as described in the description: participants will

1. construct materials
2. design units
3. identify commercial materials

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 60 Inservice Points 60 Updating

Component: Math Institute for Elementary School Teachers No. 382
St. Petersburg Junior College.

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

EM- 19 Participants will learn techniques for individualizing math instruction in the elementary school.

EM- 20 Participants will learn the principles and procedures for articulating elementary school Math with that at higher levels.

Description:

MS 201 - A course designed for teachers at the elementary school level. Provision is made for an individualized program for each student giving emphasis to the development of an understanding and appreciation of mathematics and to strengthening the mathematical background so that a teacher can approach the subject confidently and teach it well. (Enrollment restricted to teachers).

MS 209 - Prerequisite or corequisite: MS 201. A course designed for teachers at the elementary school level. Emphasis is placed on a range of topics to help the elementary school teacher to become more aware of the needs of students and to provide for better articulation among the various levels of instruction. (Enrollment restricted to teachers.) Note: These courses can not be used for Florida Certification in Junior or Senior High Mathematics.

Evaluation:

Written examination on each course.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 105 Inservice Points 120 Updating

Component: Elementary Physical Education No. 111

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

EPE-1 Participants will actively participate in games, rhythms and exercises of the type to be used in the elementary physical education program.

EPE-2 Participants will learn techniques and skills needed to plan a balanced elementary physical education program.

Description:

The following material will be needed for the two-day workshop: jump ropes, playground balls, hoola hoops, record player, slide projector, screen, basketballs and public address system.

The first day of the training session will be conducted by an out-of-state college professor. Group discussion and active participation in the following areas will occur: folk dance - creating own rhythmic routines, physical fitness activities, movement education and ball skills.

The second day will be conducted by Mr. Ambrose Brazelton, Supervisor of Elementary Physical Education, Ohio State Department of Education. There will be group discussion and participation in basic movement, movement to music, rhythmic routines, and plyground planning. A slide presentation will be given and discussed.

Evaluation:

Informal reactions will be encouraged.

Analysis of on-the-job performance will be done by the elementary physical education supervisor.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 12 Inservice Points 12 Basic

Component: Perceptual Motor Learning No. 191

General Objective:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objectives:

EPE-8 Participants will learn techniques for teaching perceptual motor learning skills.

EPE-9 Participants will learn how to incorporate Perceptual motor learning skills in their daily classes.

Description:

This component will be conducted as an all day workshop in one of the junior high schools in the gymnasium. Materials will be furnished by both the county and the visiting consultants.

Instructors will be from the University of South Florida.

Lecture-demonstration and teacher participation will be the methods employed to teach this component. Motion pictures and handout materials will also be used to reinforce different areas presented.

Evaluation:

All participants will write an outline of different items presented which they feel can be incorporated in their program.

Analysis of on-the-job performance will be done by the elementary physical education supervisor.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 6 Inservice Points 6 Updating

Component: Indoor Classroom Activities No. 193

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

EPE-10 Participants will learn techniques for teaching, organizing and presenting indoor and classroom activities.

EPE-11 Participants will learn a variety of ideas and activities which will aid them in classroom teaching.

Description:

Materials will be a variety of "home-made" and commercial supplies and equipment. These will be furnished by the county and the visiting consultants.

The component will be an all day workshop conducted in one of the junior high schools. The gymnasium will be used for large group discussions, while classrooms will be used to demonstrate certain activities in a more natural setting.

Instructors will be the county supervisor and professors from the University of South Florida. Lecture-demonstration type of instruction will be employed. Participants will be assigned to groups which will rotate from one instructor to the other. Time for discussion will be given in each group. Hand-out materials or other information on presentations will be given to each participant.

Evaluation:

Analysis of on-the-job performance will be done by the elementary physical education supervisor.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 6 Inservice Points 6 Updating

Component: Elementary Gymnastics No. 113

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

EPE-4 Participants will develop a sound gymnastic unit based on the material presented.

EPE-5 Participants will be able to recognize and prevent unsafe or dangerous situations during the teaching of a gymnastic unit.

Description:

Materials Needed: Thirty (30) tumbling mats, vaulting box, spring boards, blancing beams, or mini tramps. The program will be conducted by professors from the University of South Florida, St. Petersburg Junior College and/or Personnel within the school district who are familiar with gymnastic teaching techniques and routines.

Participants will be divided into groups and assigned to a teacher or consultant. A rotating method of instruction will be used; whereas, at the end of a specified time each group will move to a different area, thus having a new instructor teaching a new gymnastic activity. Time will be given during each group session for participation and discussion of that particular activity.

Evaluation:

Participants will describe in writing at least three activities demonstrated or discussed in each of the sessions. This will be used later to develop their gymnastic unit.

Safety objectives will be measured through observation of teaching situations and survey of accident reports by the principal and supervisor.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 6 Inservice Points 6 Updating

Component: AAA Science (FSU SCE 509) No. 27

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objectives:

ES-8 Participants will learn new concepts in elementary science.

ES-9 Participants will acquire additional techniques for teaching elementary science.

Description:

Classes will meet for three hours each week for 30 weeks. Instructors will present information related to elementary science through lecture-demonstrations. Participants will demonstrate familiarity with the basic processes of science observing, communicating, classifying, using numbers, using space/time relationships, inferring, measuring, predicting, as well as the integrated processes: interpreting data, defining operationally, controlling variables, formulating hypothesis, experimenting, and formulating models. Participants will demonstrate the teaching strategies which are compatible with an inquiry approach to science. Instructors will be William Bell and Donald Abraham.

Evaluation:

Consultant from FSU will observe each participant as she works with her class and will objectively check use of techniques and new concepts as taught. The consultant from FSU will observe each participant for two class periods during the year.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 90

Inservice Points 90 Updating

Component: An Introduction to the Processes of Science (Elementary) No. 414

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

ES-10 Participants will be trained to use the "processes of science" in teaching elementary science.

Description:

Elementary teachers will meet in five two-hour weekly sessions. Each session will include presentation and demonstrations designed to develop understandings of the processes of science as identified by the AAA Science a Process Approach. Participants will be involved in activities related to these processes. Instructor will be Jane Fels.

Content: The basic processes of science observing, communicating, classifying, using numbers, using space/time relationships, inferring, measuring, predicting, as well as the integrated processes: interpreting data, defining operationally, controlling variables, formulating hypothesis, experimenting, and formulating models.

To facilitate participation the class will be limited to 30.

Evaluation:

Teachers will report in brief form, how they have applied in their classrooms this approach to teaching science.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 10

Inservice Points 10 Updating

140

Component: Mapping the Classroom and Neighborhood No. 362

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objectives:

ESS-7 For teachers to learn techniques for teaching basic map making skills to elementary children.

Description:

Simulated map making experiences will be directed by an elementary consultant implementing Ealing Corporation "Starting Tomorrow" films and activity kits. Total group, team, and individual experiences will be demonstrated. The first session will deal exclusively with classroom mapping; the second will include the immediate neighborhood.

Each teacher will receive a kit of materials to facilitate classroom implementation of mapping techniques and a booklet of suggestions for follow-up activities.

Evaluation:

Evaluation will be based on observation of performance in simulated situations.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 4

Inservice Points 4 Updating

Component: Trends in Elementary Social Studies Instruction No. 415

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objective:

ESS- 8 Participants will learn new content and techniques related to elementary social studies teaching.

Description:

A University of South Florida professor will conduct a course designed to (1) provide background knowledge in the various Social Sciences through selected readings and review of current literature, (2) instruct teachers in strategizing instruction based on selected generalizations, (3) present opportunities for developing creative activities, and (4) examine effective ways for measuring pupil learning.

Texts used will include method books by John Jarolimek, John U. Michaelis, and Malcom P. Douglass. A variety of media as well as N.C.S.S. publications will be employed.

Tuition will be paid by participants.

Evaluation:

A written examination will be given.

Group Activity Hours 44 Inservice Points 44 Updating

Component: Sequential Map and Globe Skill Development No. 416

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

ESS-8 Participants will learn new content and techniques related to elementary social studies teaching.

Description:

Dr. Bruce Ogilvie, University of Chicago Professor and Rand McNally Company Geographer, will conduct workshop sessions involving small groups in map and globe usage. Activities presented will demonstrate (1) the earth's rotation, (2) roundness of the earth, (3) location of poles, (4) distinguishing hemispheres, (5) globe directions, (6) map symbol interpretation, and (7) different map projections.

Dr. Ogilvie will discuss proper sequence of learnings as well as transition from globe to flat map usage.

A variety of materials will be displayed and their most effective use described.

Evaluation:

A multiple choice test will be completed by participants.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 4 Inservice Points 4 Updating

Component: Teaching Elementary Social Studies Workshop No. 417

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objective:

ESS-8 Participants will learn new content and techniques related to elementary social studies teaching.

Description:

Five sessions will be conducted by a County elementary consultant dealing with: (1) general structtre of social studies, (2) Social Studies skills, (3) selecting and organizing content, (4) value clarification, and (5) programs and materials.

Teachers will be involved in role playing, discussion, and demonstration. Activities selected will include the processes of observing, recalling, classifying, defining, inquiring, generalizing, interpreting, synthesizing and evaluating.

Specific materials to be used:
- Programmed Geography texts by Macmillan Company
- Local newspapers
- Aerial photography - County Engineering Department
- Filmstrips "What Do You Think?" - Churchill Films
- Study Prints for role playing - Holt, Rinehart and Winston
- "Family Neighborhood Schools" - Filmstrips, records and prints - Field Enterprises
- Nystrom Programmed Map and Globe Skill booklets
- SRA Study Skills Kit
- Films "Paper Drive", "Clubhouse Boat", and "Trick or Treat"
- N.C.S.S. year books and publications
- Tips Kit Bulletins
- State and Local Curriculum Guide
- Books listed on professional bibliography-County Social Studies Guide
- Tapes of speeches by Dr. John U. Michaelis and Dr. John Jarolimek

Evaluation:

Pre- and posttests of basic social studies teaching information will be given.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 10 Inservice Points 10 Updating

Component: Developing the School's Social Studies Program No. 418

General Objective:

A. Assist the professional staff in developing curricula which are relevant to the needs of students.

Specific Objective:

ESS-9 Participants will gain skills and knowledge related to the use of globes and maps with elementary school children.

Description:

School faculties will meet with a social studies consultant to organize and pursue an in-depth study of social studies curriculum. Each school will establish its meeting time, length, and frequency which must total a minimum of thirty hours.

The initial session will concern local curriculum guidelines and social studies terminology as presented by a county consultant. Subsequent sessions will involve analysis of sample curriculum materials, study of accreditation standards, and reading of current literature.

Learning will be synthesized in the writing of a K-6 sequential social studies program designed to meet the unique needs of the school, but developed within broad state and county guidelines.

Evaluation:

Participants will describe in writing at least ten of the criteria for an adequate social studies program as outlined in "Social Studies in Transition: Guidelines for Change", a N.C.S.S. publication. The written program must meet with the approval of the Department of Elementary Curriculum.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 30 Inservice Points 30 Updating

Component: Evaluating Pupil Progress No. 385

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

EVL-1 To train teachers in the principles of measurement.

- A. Knowledge of the cognitive hierarchy.
- B. Test interpretation.
- C. Test analysis.
- D. Test construction.

EVL-2 To develop skill in designing assessment measures for classroom use.

Description:

This is a component for classroom teachers designed to provide skills in developing, interpreting and utilizing measurement instruments in their specific discipline. Participants will be organized into groups by discipline to cooperatively study approaches to assessing student progress.

The Measurement Note Book will be available as a guide.

Evaluation:

Each participant will build a test for his discipline and write a report justifying the composition of the instrument. A paper and pencil evaluation will assess his knowledge of measurement.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 30

Inservice Points 30 Basic

Component: New Audio-Lingual-Visual Materials in Foreign Language No. 117

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

FL- 2 Participants will learn the methods of coordinating films and film strips with recorded and printed materials.

FL- 3 Participants will learn to elicit pupil response in the foreign language through questions using audio-visual cues.

Description:

There will be a workshop conducted by either an outside consultant or a specialist selected from county personnel of audio-visual lingual coordinated materials.

The workshop will include explanation and demonstrations of certain materials including visual presentations.

These will be provisions for questions and discussions of the various techniques to be used, problems encountered in FL teaching and solutions to them.

The workshop will be held in a centrally located school in Pinellas County.

The workshop will be attended by all modern foreign language teachers in Pinellas County.

The workshop will be from four to six hours depending on how much time the consultant can spend with us.

Evaluation:

The teachers will complete an objective check sheet indicating their understanding of the techniques used.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 4 or 6

Inservice Points 4 or 6 Updating

Component: Utilization of the Language Laboratory No. 118

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

FL-4 Participants will learn the capabilities of the language laboratory.

FL-5 Participants will demonstrate the proper use of the language laboratory.

Description:

This workshop will be divided into sections of five participants each. Each section will meet four consecutive Saturdays for three hours each session. County teachers who are highly successful in using language laboratories will conduct the classes.

The classes will meet in secondary school laboratories located in schools near the homes of the participants.

The materials used will be furnished by the county.

1. Each participant will make an original tape in the target language for student use.
2. Each participant will copy a tape from a record.
3. Each participant will copy a tape from another tape.
4. Each participant will give a test by using the language laboratory.
5. Each participant will tape a group conference while other participants are doing individual oral practice.
6. Each participant will test individuals orally while the class is practicing another lesson orally.

Evaluation:

Successful completion of the workshop will be determined by satisfactory performance of each task listed in the description. This will be attested to by the instructor.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 12

Inservice Points 12 Updating

Component: Developing Language Proficiency No. 196

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

FL- 8 Participants will converse in the target language without obvious error in meaning or pronounciation.

FL- 9 Participants will lead a discussion in the target language.

FL- 10 Participants will teach a mini-class conducted in the target language.

Description:

These classes will meet at a central location in the county.
These classes will be conducted by instructors of native proficiency.
These classes will be divided into groups according to the target language.
These classes will meet for three hour sessions once a week for a ten week period.
Materials will be furnished by the county.

1. Instructor will lead discussions centered on assigned materials previously read from textbook by participants.
2. Instructor will demonstrate techniques of each activity to be required by participants as home work assignments.
3. Each participant will practice with tapes made by native speakers.
4. Each participant will record himself reading aloud or speaking extemporaneously about an instructor-assigned subject for each session.
5. Textbooks now being used in the county will be used as lesson sources. (A-IM Level II).
6. These classes will stress individualized instruction to cover the specific needs of each participant.

Evaluation:

The instructor will meet and converse with each participant and attest to his proficiency according to his professional judgement.

Participants will evaluate each mini-class taught by their fellow participants on a check-list covering specific oral skills as well as classroom methods.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 30

Inservice Points 30 Updating

Component: Developmental Group Guidance Programs, 1970-1971 No. 419

General Objective:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objective:

GS- 1 Counselors will learn methods and techniques of conducting developmentally-oriented group guidance sessions.

Description:

Major Consultant:	Harry Danielson Supervisor of Guidance Pinellas County

Demonstrations, role-playing, and video-taping will be combined to provide the participants with three kinds of learning experiences:

1. To witness others in the process of conducting group guidance sessions.
2. To conduct such sessions.
3. To receive feedback from fellow-participants and video-tape regarding their performance.

Evaluation:

Each participant will rate not only himself but each other participant as to skills acquired and demonstrated during the training sessions.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 6

Inservice Points 6 Basic

Component: Learning Packet Skills No. 32

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

HE- 7 Teachers will acquire learning packet skills.

HE- 8 Teachers will acquire skills of evaluation in writing packets.

Description:

The teachers will be divided into teams of two or three with inexperienced teachers in packet skills working with experienced teachers in packet skills. The packet program objectives will be reviewed and the criteria sheets for the selection of concepts, packet format and packet criteria will be explained and checked for the incomplete packets. Using the extensive professional home economics library and various multi-media, the teachers will complete the packets.

The packets will be reviewed by another committee of teachers for editing.

The experienced teachers in packet skills will describe two teaching strategies for each packet and the divergent/productive thinking ability identified.

Evaluation:

A brief questionnaire will be used with the inexperienced teachers in packet skills. A different questionnaire will be used with the experienced.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 15 Inservice Points 15 Basic

Component: Developing Advanced Tailoring Skills Secondary Home Economics No. 122

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

HE-18 Participants will acquire advanced tailoring skills.

HE-19 Participants will acquire new knowledge in current fibers, fabrics, finishes and the techniques of applying this knowledge.

Description:

Participants, 15 at a time, will take an adult home economics, non-credit class for home economics only, to be given one night a week for 15 weeks. The adult division is providing the instructor. The teachers will pay the general adult class fee. The class is to be oriented around advanced skills and difficult fabrics, finishes and techniques.

Evaluation:

A written evaluative check list will be used to measure the progress made in updating skills and knowledge.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 45

Inservice Points 45 Updating

Component: Developing Creative Curriculum Materials in Human Development No. 233

General Objective:

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objectives:

HE-22 Participants will learn new concepts and trends in the field of human development, and how to incorporate them in teaching.

HE-15 Participants will learn creative techniques for teaching.

Description:

The first half of the first week will emphasize teaching strategies to develop productive/thinking abilities inherent in human development field. An overview of all units taught in human development field will lead into a brainstorming session of ideas for packets. These will be evaluated in light of current trends in the field.

The consultant will make presentations for a week on societal trends affecting human development, recent research, new techniques for teaching, applications for independent study. The consultant will confer with the teacher committees as they work on the packets.

The last week and one half will be devoted to committee work on packets, utilizing library of materials, A/V aids, etc.

Approximately twenty-five packets in personality development, child development, marriage and family living, dating and marriage problems will be developed from grades 7-12, for slow to fast learners, enrichment and integral, individual and independent study and for all socio-economic levels.

Evaluation:

The workshop will be evaluated by a questionnaire. Each teacher will work on and hand in a packet to be evaluated by pre-set critieria.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 90

Inservice Points 90 Exploratory

Component: Wage Earning Skills and Knowledge No. 234

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

HE-23 Participants will learn requirements for wage-earning jobs related to home economics.

HE-24 Participants will construct a course outline for a wage-earning course.

Description:

Participants will be selected on basis of those desiring to teach a wage-earning course in home economics but who do not have sufficient knowledge or skill in the area to be taught.

A series of field trips observations, and interviews with key people in businesses related to the wage earning field will be arranged and made throughout the county to determine job entry skills, overall knowledge, attitudes needed to be developed, etc.

The participants will analyze what particular skills they themselves will need to develop and do on-the-job training in one selected business and area.

The participants will develop course outlines and curriculum materials based on their field trips, observations and on-the-job skill development.

Evaluation:

Each participant will develop and hand in a course outline and curriculum materials developed for occupation chosen.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 30

Inservice Points 30 Updating

Component: Curriculum Development Skills No. 235

General Objectives:

A. Assist the professional staff in developing curricula which are relevant to the needs of students.

B. Improve the attitudes of certificated personnel, consonant with varying needs, in the areas of professionalism, community relations, pupil relations, and relations with colleagues.

Specific Objectives:

HE-11 Participants will acquire skills in curriculum revision.

HE-12 Participants will write course objectives in behavioral terms.

HE-8 Participants will write appropriate evaluation criteria for behavioral objectives.

Description:

Participants will be divided into committees of mutual curricular concerns such as, child development, personality development and marriage and family living.

The committees will review research findings, youth studies of relevancy, new teaching materials, growth and development patterns of youth, and new materials from other states.

Criteria and format will be set up for the development of curricular materials. The teachers will develop updated course outlines and resource units for the area of their concern.

Evaluation:

Each teacher will develop and hand in her curricular materials and evaluate her work by the pre-set criteria.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 30

Inservice Points 30 Updating

Component: Teaching Strategies and Skills in Secondary Home Economics No. 236

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objective:

HE-25 Participants will acquire skill in the use of teaching strategies to develop productive-divergent thinking abilities in home economics.

Description:

The teachers who haven't been exposed to teaching strategies will be given release time by providing substitutes so that they may participate in the teaching strategies and skills workshop for two days each.

Following a presentation of productive divergent thinking and the use of teaching strategies, the teachers will work on teaching strategies for their own classes and areas of concern.

Evaluation:

Each teacher will evaluate her own use of the teaching strategies she developed in the workshop in the classroom.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 12

Inservice Points 12 Basic

Component: Recent Trends in Nutrition No. 237

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objectives:

HE-26 Participants will learn new developments in nutrition and new techniques for teaching.

HE-27 Participants will learn new resources and the use of new teaching materials.

Description:

Teachers will take a 16 weeks course in Recent Trends in Nutrition offered by the St. Petersburg Junior College at the Clearwater Campus, August 27 to December 10, 1970, for a total of 32 hours. The course will be taught by Mrs. Ruby Sheridan of the St. Petersburg Junior College staff who has a MS in Nutrition and Foods and a dietetics certificate.

Teachers will work on special research and teaching projects for their level and area of concern in nutrition.

New nutritional teaching materials of all kinds will be explored and evaluated.

Evaluation:

A pre- and posttest will be given to determine efficiency of updating of knowledge of nutrition.

A written evaluative check list or questionnaire will be used at the end of the school year 1970-71 to determine the effectiveness of the course.

The components itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 32 Inservice Points 32 Updating

Component: Creative Group Projects No. 420

General Objective:

F. Furnish opportunities and incentives for people to participate in exploratory activities.

Specific Objectives:

IA-4 Participants will learn principles and techniques for leading youth groups in wood-working activities.

IA-5 Participants will acquire techniques in wood-carving.

Description:

A six-hour workshop consisting of 2 half-day sessions in which participants will be trained through lectures, demonstrations, and wood-working projects under the guidance and correction of a specialist.

Evaluation:

(1) The activities of each participant will be observed and critiqued by the instructor.

(2) The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 6 Inservice Points 6 Updating

Component: Visual Motor Development in the Kindergarten No. 421

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

K- 1 Participants will learn to diagnose visual-motor disabilities.

K- 2 Participants will learn the developmental program to be offered a child with visual-motor difficulties.

Description:

Teachers will participate in a demonstration of the diagnostic techniques for visual motor deficiencies. Meeting with a consultant in this field teachers will participate in diagnostic procedures. They will also learn of the visual-motor development program to be offered based on diagnosis.

Evaluation:

Participants will demonstrate the diagnostic techniques learned.
Participants will list in sequential order the developmental steps in the visual-motor development program.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 12 Inservice Points 12 Updating

Component: English Department Leadership, Second Year No. 173

General Objective:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objectives:

LA-6 Department chairmen will be able to discuss recent trends in the teaching of English.

LA-7 Department chairmen will demonstrate their ability to organize an English department.

LA-8 Department chairmen will demonstrate their ability to serve as instructional leaders.

Description:

Two one-day workshops, one in the fall and one in the spring, planned and led by county personnel, will be held for the thirty-one department chairmen Department organization and leadership and recent trends in English curriculum will be emphasized. The NCTE publication High School Departments of English and the following Dartmouth Seminar publications will be discussed:

Dixon, John, Growth Through English
Summerfield, Geoffrey, ed., Creativity in English
Marckwardt, Albert, D., Language and Language Learning
Barnes, Douglas, Drama in the English Classroom
Squire, James, ed., Response to Literature
Olson, Paul, ed., The Uses of Myth

Substitutes will be provided.

In addition, a series of four meetings of two hours each will be held for department chairmen throughout the year. Department organization and leadership and trends in teaching English will again be emphasized. These meetings will be held during after-school hours.

Evaluation:

The participants will identify in writing three major outcomes of the Dartmouth Conference that are the most relevant to the teaching of English in Pinellas County.

By observation, written reports, and conferences, the Supervisor of English will evaluate the performance of each chairman in organizing his department.

By observation, written reports, and conferences, the Supervisor of English will evaluate the progess of each chairman in providing instructional leadership to members of his department.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 20 Inservice Points 20 Updating

Component: Teaching the Junior High Slow Learner in English No. 175

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objective:

LA-10 Participants will be able to identify methods and materials appropriate for instruction in the language arts for slow learners.

Description:

Thirty junior high teachers of English will meet for six two-hour sessions. County personnel and/or out-of-county consultants will present both methods and materials appropriate for use with the junior high slow learner.

Evaluation:

After using in the classroom selected methods and materials recommended in the workshop, the participant will evaluate in writing their effectiveness with slow learners.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 12 Inservice Points 12 Updating

Component: Teaching the Senior High Slow Learner in English No. 176

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objective:

LA-10 The participant will be able to identify methods and materials appropriate for instruction in the language arts for slow learners.

Description:

Thirty senior high teachers of English will meet for six two-hour sessions. County personnel and/or out-of-county consultants will present both methods and materials appropriate for use with the senior high slow learner.

Evaluation:

After using in the classroom selected methods and materials recommended in the workshop, the participant will evaluate in writing their effectiveness with slow learners.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 12 Inservice Points 12 Updating

Component: Backgrounds in Language No. 422

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objective:

LA-11 The secondary teacher of English will be able to explain the basic ideas embodied in the linguistics movement - what it seeks, what it urges the schools to do, and what linguistics is.

Description:

Thirty secondary teachers of English will meet during after-school hours for six two-hour sessions. The inservice kit, "Backgrounds in Language," prepared by the Upper Midwest Regional Educational Laboratory, and distributed by the National Council of Teachers of English, will be used.

This multi-media kit includes:

Basic text readings
Specially prepared essays
Exemplary curriculum materials
Individual readings of significant linguistic texts and pamphlets
Color and black and white films
Ten tape recordings of talks by leaders of the linguistic movement
Curriculum commentaries on tape
Two color filmstrips
Recordings on language.

The course will be taught by county personnel.

Evaluation:

All participants will briefly describe in writing the basic ideas embodied in the linguistic movement. The instructor will evaluate each participant's performance.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 12 Inservice Points 12 Updating

Component: Team Teaching in Open Space - Secondary Mathematics No. 3,2

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

M.2 Participants will select content for the seventh and eighth grade math program.

M.3 Participants will identify teaching strategies that have been effective in team teaching and open space instruction.

Description:

Fifteen participants will meet from 7 - 9 p.m. for five meetings.

During these meetings, the following topics will be discussed:

1) How team teaching better utilizes the talents and interests of the teachers.

2) How team teaching increases grouping and content flexibility.

3) How team teaching improves the quality of instruction.

The course content of grades 7 and 8 will be outlined and supplementary materials - transparencies, tapes, filmstrips, worksheets, and films - will be selected both for remedial and enrichment of the content.

Evaluation:

A list of strategies will be identified that have been effective in team teaching. An outline for course content and supplementary materials for grades 7 and 8 will be prepared.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 10

Inservice Points 10 Exploratory

Component: Analytic Geometry and Calculus I for Secondary Teachers No. 423

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

M-4 The participants will graph inequalities of first and second order, solve equations of a line and differentiate algebraic function and equations of applications.

Description:

The Division of Continuing Education of the College of Arts and Sciences of the University of Florida, with the aid of a grant from the National Science Foundation, will offer an In-Service Institute in Analytic Geometry and Calculus. The Institute will have 25 participants who will meet six and one-half hours per day for a period of three weeks beginning July 6, 1970 and continuing through July 24, 1970. Upon successfully completing the course, the participants will receive 5 quarter hours of credit.

During the course, the participants will study inequalities, functions, equations of a line, limits and continuity, differentiation of algebraic function, and applications.

Evaluation:

Written examinations will be given by the instructor.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 90

Inservice Points 90 Updating

Component: Contemporary Geometry No. 424

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objectives:

M- 5 Participants will distinguish one from the other among the postulates of modern geometry, Euclidean geometry, and non-Euclidean geometries.

Description:

The Division of Continuing Education of the College of Arts and Sciences of the University of Florida, with the aid of a grant from the National Science Foundation, will offer an In-Service Institute in Contemporary Geometry during the academic year 1970-71. The Institute will have 25 participants who will meet three hours each Thursday evening beginning September 17, 1970 and continuing until June 3, 1971. Upon successfully completing the course, the participant will receive 9 quarter hours of credit.

During the course, the participants will study the postulational geometry (modern systems such as those developed at Ball State, Yale & Illinois), the rigor of Euclid's elements, the introduction to the following non-Euclidean geometries; synthetic hyperbolic and synthetic projective.

The classes will meet for a total of 33 sessions. The location of the Institute will be at Riviera Junior High, Pinellas County.

Evaluation:

Written examinations will be given by the instructor.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 99

Inservice Points 99 Updating

Component: Electronic Music No. 199

General Objective:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objective:

MU-7 Participants will learn the elements of electronic music.

Description:

With electronic equipment, a workshop will be held on one of the junior college campuses, under the direction of an outside consultant. This will include a time for informal demonstration of the synthesizer composed of the main console, keyboard and linear inputs, patch cords and rack, monitor amplifier, two speakers, standby amplifier, tape recorder and tapes.

The consultant will give a lecture demonstration which includes playing of composed pieces showing some of the variety of styles of composition possible with the synthesizer.

Following the lecture a concert of electronic music will be presented with live performer and synthesizer.

A question and answer session will conclude the workshop.

Evaluation:

A questionnaire will be developed and distributed to participants to evaluate the workshop.

A check list of the elements of electronic music will be developed and participants will be tested.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 4 Inservice Points 4 Updating

Component: Elementary Music No. 200

General Objective:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objective:

MU-8 Participants will learn recent trends in elementary music and relate the elementary curriculum to secondary programs.

Description:

An elementary music specialist will meet with all music teachers one afternoon from 4:30 to 9:00 p.m. in a workshop.

Elementary materials and equipment including autoharp, bells, rhythm instruments, state adopted texts, etc., will be used in demonstrating several phases of elementary music which may be carried over into music courses in secondary schools.

A discussion period will follow the demonstration at which time elementary and secondary teachers will compare goals, methods and techniques which may be used to teach music at any level.

Evaluation:

A questionnaire will be developed to evaluate the effectiveness of the workshop.

A check list of materials, goals, methods, and techniques will be developed as a result of the workshop.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 4 Inservice Points 4 Updating

Component: Gymnastics in Physical Education No. 425

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objectives:

PE- 5 Physical Education teachers will learn newest developments in gymnastics.

PE- 6 Physical Education teachers will acquire new techniques in running and jumping with the use of gymnastic equipment.

Description:

This will be a demonstration, practice, training activity led by an instructor from the University of South Florida. Each participant will physically perform those exercises and use those techniques demonstrated by the instructor.

The instructor will observe, correct, and re-demonstrate.

Exercises will include vaulting and free exercise.

The component will be conducted on a staff development day during the pre-school period prior to the beginning of the 1970-71 school year. It will include not less than six hours of group activity.

Evaluation:

1. The County Supervisor of Physical Education will observe each participant on the job and evaluate his performance as affected by the workshop.

2. The component itself will be evaluated by observation.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 6

Inservice Points 6 Updating

Component: Local Employment Opportunities No. 205

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objectives:

PPS 10	Counselors will acquire better knowledge in general terms about local employment.
PPS 11	Counselors will acquire apecific information about entry jobs in the health field.
PPS 12	Counselors will acquire specific information about entry jobs in the clerical and secretarial field.
PPS 13	Counselors will acquire specific information about entry jobs in the hotel, motel, and restaurant field.

Description:

August 27 and 28, 1970

Major Consultants: Representatives from the Florida Employment Service, the Pinellas County Industry Council, and the fields of health, business, and hospitality.

Counselors will rotate through a series of small-group meetings set-up to provide group instruction in each of the four areas indicated by the specific objectives.

Evaluation:

Approximately two months after the meeting counselors will respond to a written questionnaire designed to assess the knowledge they acquired at the workshop and how much they have utilized it in their day-to-day work.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 4

Inservice Points 4 Updating

Component: Sociological Aspects of Teaching No. 426

General Objectives:

H. Facilitate the racial integration process and enrich the educational experience for all concerned.

Specific Objectives:

PPS-14 To learn specific attitudes and problems of the black child.

PPS-15 To increase competency of teachers in classroom management techniques particularly involving the disadvantaged.

PPS-16 To increase awareness of the culturally different person's values, aspirations and feelings.

Description:

An interdisciplinary team of curriculum consultants, social workers, psychologists, counselors and nurses will describe the family, the community and the school dynamics as a force in the life of the disadvantaged child. Particular attention will be paid to the strategies necessary for providing relevant educational and social experiences to the disadvantaged child.

Evaluation:

The participant will write a resume citing the values which they received from this workshop.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 12

Inservice Points 12 Updating

Component: Leadership Training in Basic Human Relations, 1970-1971 No. 445

General Objectives:

G. Help teachers and administrators to: (1) deepen awareness of their feelings and the feelings of others, (2) enhance appreciation of their own potential, and(3) improve their attitudes towards the school environment.

Specific Objectives:

PPS-17. Pupil Services staff will become more sensitive to their own feelings and the feelings of others.

PPS-18 Pupil Services staff will learn skills in conducting similar workshops with instructional and services personnel in order to improve staff and student relationships.

Description:

Participants in groups of about 15 will acquire leadership skill in conducting Basic Human Relation workshops for instructional and services staff. Co-leaders will conduct a series of week-end sensitivity training sessions during which participants will not only experience sensitivity training themselves but learn how to conduct similar small groups.

Evaluation:

Participants will at the conclusion of the series write individual reports describing their feelings and reactions to the sessions. They will also describe how they will utilize these experiences in their work.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 24

Inservice Points 24 Updating

Component: Developing Human Potential No. 427

General Objectives:

G. Help teachers and administrators to: (1) deepen awareness of their feelings and the feelings of others, (2) enhance appreciation of their own potential, and (3) improve their attitudes towards the school environment.

Specific Objectives:

PSY-1 Participants will develop deeper awareness of their feelings and the feelings of others.

PSY-2 Participants will gain increased appreciation of their own potential.

PSY-3 Participants will develop improved interpersonal skills.

Description:

Twelve (12) hour workshop

Four 3-hour workshops totaling 12 hours of group participation, guided by a school psychologist, will give opportunities for self-growth experiences, skill development and increased awareness of the needs and feelings of others.

Major Consultants: Pupil Services Personnel

Evaluation:

Participants' growth in awareness of self and others, self-appreciation and interpersonal skills will be measured by the use of pre- and post-testing with a semantic differential scale designed according to Osgood's format.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 12 Inservice Points 12 Updating

Component: Behavior Modification Technique for Teachers - Classroom Management No. 428

General Objective:

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objectives:

PSY-4 Participants will learn basic concepts in learning theory, primarily those which deal with operant conditioning procedures.

PSY-5 Participants will acquire skill in using positive approaches in the classroom.

PSY-6 Participants will acquire skill in applying operant conditioning techniques in order to improve classroom management.

Description:

Summer 1970 and first four weeks of school year 1970-71.

Instructor: Department of School Psychological Services.

Two (2) consecutive six (6) hour workshops, using lectures, role-play, video tapes, and demonstration, followed by four (4) 2 hour follow-up programs occurring weekly during the first month of the school year 1970-71. During this four-week period, teachers who participated in the program will be observed and feed-back with further suggestions will be given during the 2 hour weekly meetings.

Evaluation:

After completion of the component, Madsen's classroom behavior rating scale will be completed on each participant by the school psychologist.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 20 Inservice Points 20 Basic

Component: Projective Techniques No. 429

General Objective:

D. Increase the competenicie of the professional staff in their respective disciplines.

Specific Objectives:

PSY- 7 Participants will learn to use competently the Rorschach.

PSY- 8 Participants will learn to use competently the C.A.T.

PSY- 9 Participants will learn to use competently the T.A.T.

PSY-10 Participants will learn to use competently the M.M.P.I.

PSY-11 Participants will learn to use competently the H-T-P projective technique.

Description:

Monthly three (3) hour seminars will be conducted for a period of eight (8) months (24 clock hours).

Major Consultants: Dr. Jerry Rosenblum
Private Psychologist
Clearwater, Florida

Dr. Mack Hicks
Private Psychologist
St. Petersburg, Florida

Dr. Robert S. Klein
Supervisor, Psychological Services
Pinellas County Schools

These seminars will consist of presentation, demonstration and participation concerning theory, administration, scoring, and interpretation of the above mentioned projective tools.

Evaluation:

Evaluation of knowledge gained will be conducted by the consultants using teacher-made tests. Evaluation of skills developed will be measured by observation and conferring with the participant.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 24 Inservice Points 24 Updating

Component: Play Therapy with Children No. 430

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

E. Introdice the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objectives:

PSY-12 Participants will learn to identify students who would profit most from play therapy techniques.

PSY-13 Participants will learn methods of using play therapy as a diagnostical as well as a process of remediation.

Description:

1970 (4 clock hours)

Major Consultant: Dr. Alan Gessner
University of South Florida
Tampa, Florida
Psychological Center
Clearwater, Florida

The consultant will use lecture and discussion to accomplish the purpose of the workshop.

Evaluation:

A written evaluation designed to determine both what the participant learned as well as to what degree they felt it met their needs will be completed by each participant.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 4 Inservice Points 4 Updating

Component: Medical Treatment to Enhance Learning No. 431

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objectives:

PSY-14 Participants will learn about, and the effects of, particular drugs which have been used to enhance learning.

PSY-15 Participants will learn how drugs can be used diagnostically regarding behaviors which interfere with learning.

PSY-16 Participants will learn to obtain and provide meaningful information for physicians regarding students taking prescribed medication.

Description:

1970-71 (4 clock hours)

Major Consultant: Dr. I. Vidal
Chief of Pediatrics
All Children's Hospital
St. Petersburg, Florida

The consultant will use lecture and discussion to accomplish the purpose of the workshop.

Evaluation:

Knowledge gained will be determined by a pretest and posttest prepared by the consultant and completed by each participant.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 4 Inservice Points 4 Updating

Component: Psychology in a School Setting No. 432

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

PSY-17 Participants will develop skills in interpersonal relations in a school setting.

PSY-18 Participants will increase skills in diagnosing social, emotional, and educational problems of students.

PSY-19 Participants will gain knowledge of case handling procedures and processes.

PSY-20 Participants will develop skills in writing quality psychological reports.

PSY-21 Participants will gain skill in being an effective Pupil Services team member.

PSY-22 Participants will gain skills in conducting productive teacher conferences.

Description:

Every Monday afternoon from 3:00 - 5:00 P.M. for a period of eight (8) months (64 clock hours).

Major Consultant: Dr. Robert S. Klein
Supervisor, Psychological Services
Pinellas County Schools

Six (6) weekly seminars will be conducted covering the multiplicity of functioning of a school psychologist.

Evaluation:

Using an evaluation form completed by principals and by meeting twice a year with principals, the Supervisor of Psychological Services will determine on-the-job effectiveness.

The component itself will be evaluated by each participant and by the instructor on an objective chick list.

Group Activity Hours 64 Inservice Points 64 Updating

Component: Developing Skills Chart, Instructional Objectives and Activities No. 212

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

R- 5 Participants will learn the process involved in the development of a chart listing the skills in the reading process.

R- 6 Participants will develop the skill of writing instructional objectives for reading.

R- 7 Participants will to acquire skill for developing activities for each of the instructional objectives.

Description:

Seminar:

In the first session the participants will review available literature to determine organization of existing skills charts.

In the remaining sessions the participants will be divided into four groups to learn to develop assigned sections of the skills chart as follows:

a - listening
b - word attack
c - comprehension
d - study skills

When the chart is developed, participants will practice writing instructional objectives for their assigned section.

Participants will be re-grouped according to interests to develop instructional activities for specific levels of each skill.

Evaluation:

Participants will present to the consultant written evidence of having completed a skills chart including instructional objectives written in behavioral terms and at least one activity for each.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 30 Inservice Points 30 Basic

Component: Evaluative Procedures No. 213

General Objective:

D. To increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

R-8 For participants to acquire the ability to implement and continue to evaluate testing procedure and materials developed in the study conducted in 1969-70.

R-9 For participants to learn skills in evaluating the results of the sub-tests of the Metropolitan Readiness Tests of First Graders and develop a remedial program for children with low scores on sections which have a high relationship to success in reading.

Description:

Workshop: Under the direction of consultants, participants will apply the findings of 1969-70 study in testing and write prescriptions for their instruction to meet individual needs of identified students.

When difficulties are encountered, participants will bring to the group these problems and search for new instruments to more efficiently assess abilities of second graders. Procedures will be revised as new information is found. Results will be compiled and committees will be formed to study the findings and establish procedures for 1971-72.

Consultants will instruct participants in the evaluation of the sub-sections of the Metropolitan Readiness Test and will assist them in the development of activities for students who have low scores on identified sections of the test.

Participants will retest identified students to determine if desired remediation has been achieved.

Evaluation:

Participants will submit to consultants a written resume of results of tests used for second graders, plan of remediation, and results of retesting as criteria to be used in the evaluation. Pre-and posttest results of the Metropolitan Readiness Test for the students remediated will be compared.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 24 Inservice Points 24 Basic

Component: Geology 414 - Earth Science Curriculum Project (I) No. 222

General Objective:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objectives:

S-7 Participants will learn to identify the materials of which the earth is made.

S-8 Participants will learn the average chemical composition of the earth's crust.

Description:

Offered by the University of Florida during the first quarter of the 1970-71 school year. This class will be held at Riviera Junior High School, and will give successful participants 3 quarter hours credit. The instructor will be an adjunct professor of the University of Florida. Funding for the course, including the complete cost of tuition and books for participants, will be borne by the National Science Foundation.

Basic text for the course will be "Investigating the Earth," published by Houghton-Mifflin. The following chapters will be studied:

Chapter	1	The Changing Earth	Chapter	6	Energy and Air Motions
"	2	Earth Materials	"	7	Water in the Air
"	3	Earth Measurement	"	8	Waters of the Land
"	4	Earth Motions	"	9	Water in the Sea
"	5	Fields and Forces	"	10	Moisture and Climate

One half of each class session will be devoted to lecture and discussion. The other half will be devoted to laboratory exercises in which the participants do experiments rather than observe them being done.

The major supplemental text will be "Modern Earth Science," published by Holt, Rinehart and Winston.

Evaluation:

Given ten samples of common rocks and minerals, participants will be able to accurately identify eight of the speciments within a period of one half hour.

Given a list of the eight most common elements found in the earth's crust, participants will be able to order them from the largest percentage to the least percentage with 100% accuracy within a period of 10 minutes.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 33 Inservice Points 33 Updating

Component: Geology 415 - Earth Science Curriculum Project (II) No. 433

General Objective:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objectives:

S-9 Participants will learn two theories that explain mountain building.

S-10 Participants will learn the names and approximate duration of each of the four geological eras.

Description:

Offered by the University of Florida during the 2nd quarter of the 1970-71 school year. This class will be held at Riviera Junior High School, and will give successful participants 3 quarter hours credit. The instructor will be an adjunct professor of the University of Florida. Funding for the course, including the complete cost of tuition and books for participants, will be borne by the National Science Foundation.

Basic text for the course will be "Investigating the Earth," published by Houghton-Mifflin. The following chapters will be studied:

Chapter 12 - The Land Wears Away
" 13 - Sediments in the Sea
" 14 - Mountains from the Sea
" 15 - Rocks Within Mountains
" 16 - Interior of the Earth
" 17 - Time and Its Measurement
" 18 - The Record in the Rocks
" 19 - Life - Present and Past

One half of each class session will be devoted to lecture and discussion. The other half will be devoted to laboratory exercises in which the participants do experiments rather than observe their being done.

The major supplemental text will be "Modern Earth Science," published by Holt, Rinehart and Winston.

Evaluation:

Each participant will write statements of two theories of mountain building and give two specific points that support each theory.

Given the names of the four geological eras, participants will order them correctly from earliest to most recent.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 33 Inservice Points 33 Updating

Component: Geology 416 - Earth Science Curriculum Project (III) No. 434

General Objective:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objectives:

S-11 Participants will learn the causes of eclipses and the specific differences between solar and lunar eclipses.

S-12 Participants will learn the names, diameters, and distances from the sun of the planets in the solar system.

Description:

Offered by the University of Florida during the 3rd quarter of the 1970-71 school year. This class will be held at Riviera Junior High School, and will give successful participants 3 quarter hours credit. The instructor will be an adjunct professor of the University of Florida. Funding for the course, including the complete cost of tuition and books for participants, will be borne by the National Science Foundation.

Basic text for the course will be "Investigating the Earth," published by Houghton-Mifflin. The following chapters will be studied:

Chapter 20 - Development of a Continent
" 21 - Evolution of Landscapes
" 22 - The Moon
" 23 - The Solar System
" 24 - Stars as Other Suns
" 25 - Stellar Evolution and Galaxies
" 26 - The Universe and Its Origin

One half of each class session will be devoted to lecture and discussion. The other half will be devoted to laboratory exercises in which the participants do experiments rather than observe their being done.

The major supplemental text will be "Modern Earth Science," published by Holt, Rinehart and Winston.

Evaluation:

Each participant will sketch a lunar and solar eclipse. When asked, he will explain why a lunar eclipse occurs more often than a solar eclipse.

Given the names of the planets, participants will order them first in distance from the sun and next by diameter. 5 minutes and 80% accuracy will be allowed for this exercise.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 33 Inservice Points 33 Updating

Component: Junior High Science No. 135

General Objective:

A. Assist the professional staff in developing curricula which are relevant to the needs of students.

Specific Objective:

S-13 Participants will learn to state their curriculum goals for junior high school science in behavioral terms.

Description:

Five junior high science department chairmen will be chosen by the Supervisor from those of the 20 available that volunteer to take the component. These five will meet on five successive Fridays (6 hours per day) beginning at 8:30 a.m., January 29, 1971, and ending at 3:30 p.m., February 18, 1971, in the Board Room of the School Administration Building.

The first session will be devoted to learning techniques for writing behavioral objectives. The following sessions will be writing sessions at which objectives will be written for a two-year science sequence in junior high.

The need for such a set of objectives will come about due to course sequence change that will become effective in 1971-72. Until that time, science will be required of the 7th and 9th grade students. After that time, it will be required of the 7th and 8th grade students. This will require both a change in the sequence and a change in scope.

The following instructional materials will be used: Mager's *Preparing Instructional Objectives*; Allyn & Bacon's *Exploring Life Science* and Allyn & Bacon's *Exploring Physical Science*.

Evaluation:

Each participant will write 20% of the behavioral objectives that will be used for a two-year required science sequence for Pinellas County.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 30 Inservice Points 30 Updating

Component: Language-Learning Disabilities No. 179

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

SP-1 For participants to identify language disorder problems through introduction of diagnostic materials.

SP-2 For participants to acquire specific techniques for remediation of language disabilities.

Description:

Participants will attend a total of ten, two hour, workshops. The first six of these sessions will provide an introduction to diagnostic and remedial methods for use within the classroom setting. Following this series, participants will apply these methods to language development experience with selected language disabled children from their own classroom. They will select diagnostic methods and formulate prescriptions for the specific remediation of these individual children, prior to the initiation of actual practice.

The final four sessions will follow the prescriptive teaching experience and will provide for the discussion and revision of techniques that were practiced.

Reference books and materials will be available for loan from the clinical speech department's professional library.

Instruction and supervision will be carried out by a Speech Pathologist from the Pinellas County Public Schools Clinical Speech Department.

Evaluation:

Participants will be evaluated by the instructor on the basis of:

1. A written critique of their practical experience.
2. The participants demonstration of diagnostic ability in simulated test cases.
3. The instructors evaluation of prescribed remediation in actual cases requiring the services of participants.

The course will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 20

Inservice Points 20 Updating

Component: Using Related Services and Agencies No. 180

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objectives:

SP-3 Participants will learn what services they can obtain from community agencies.

SP-4 For participants to learn efficient and non-repetitive procedures for referral.

Description:

Participants will be assigned to investigate and report to the class, the goals, operating procedures, and methods of other departments providing special services to pupils. The establishment of programs for mutual assistance between the clinical speech department and these other services will be explored and developed by the class, as a result of the investigative reports.

An examination of related community agencies and services will follow the educational service investigation. Visitations and discussion groups will be scheduled as a means of establishing more effective use of these agencies as referral and consulting resources. Community health and medical agencies, colleges and universities, related commercial interests, and some professional and civic organizations will be included in this phase of investigation. Suggestions for improved effective use of all investigated services and agencies will be prepared by the class and published as a practical reference for all pupil services departments.

Evaluation:

1. Each participant will make a written statement indicating his achievement in the areas of the two specific objectives.
2. The component will be evaluated by all participants in the form of a written evaluation report.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 25

Inservice Points 25 Updating

Component: The Audiology of Hearing Disorders No. 181

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

SP-4 For participants to learn effective uses of the newly offered audiological services.

SP-5 Participants will learn how to use the audiologist as a consultant and as a referral agent.

Description:

A series of ten, 2½ hour, seminars will be instructed by the newly hired school audiologist. Topics to be covered in the series are:

Types and etiology of hearing disorders in children.
Audiological tests and their interpretation.
Remedial, therapeutic, and compensatory considerations.
Prognosis for educational success.
Referral and consultive roles of the audiologist.
Development and use of audiological case histories.

Evaluation:

1. An objective test will be administered by the audiologist instructor.
2. The course will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 25

Inservice Points 25 Basic

Component: Administering and Interpreting the Illinois Test of Psycholinguistic Abilities No. 436

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

SP- 6 Participants will learn how to administer and interpret the Illinois Test of Psycholinguistic Abilities.

Description:

A series of twelve 2½ hour workshop and practicum sessions will be directed by Mrs. Margaret H. Beeman, School Psychologist, who is a qualified instructor in the administration and interpretation of the Illinois Test of Psycholinguistic Abilities. Completion of this component will qualify participants to administer and interpret this test in public schools. This training is a prerequisite to meeting qualification standards for utilization of this test involving school children.

Evaluation:

1. Standard test.
2. The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 30

Inservice Points 30 Updating

Component: The Negro in American History No. 223

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objective:

SS-4 Given the necessary resources and format, participants will write at least four self-instructional learning package topics designed to emphasize the black man's contribution and role in American History. Each packet will contain the objectives in behavioral terms, pre-test, activities and teacher evaluation.

Description:

The following resources will be used: The Negro in American History, Curriculum Bulletin by Board of Education, New York City; Teacher's Guide to American Negro History by William Loven Katz; The American Negro, A History in Biography and Pictures, by Norman McRae, Eyewitness: The Negro in American History; Bibliography in American Negro History and Culture prepared by the County Social Studies Supervisor.

The workshop will be conducted by the Social Studies Supervisor and a local teacher who has taught a Black History course at Florida Presbyterian College. There will be 10 session each 2 hours in length.

In the first session each participant will receive the above resources and format for writing. The other nine sessions will be used in writing and critiqueing the five self-instructional packets.

Evaluation:

Each packet will be checked for the content as outlined in the specific objectives.

A questionnaire will be developed to secure opinions of the users (teachers and students) of the effectiveness of the packets in a classroom situation.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 20 Inservice Points 20 Updating

Component: Contemporary Strategies in Teaching Social Studies No. 224

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

SS-5 Participants will construct models of contemporary techniques of teaching Social Studies and questions of the following types: memory, translation, interpretation, application, analysis, synthesis, and evaluation.

SS-6 Participants will demonstrate in their classes the use of the models and the types of questions specified above.

Description:

The following resources will be used: A Sequence of Learning and Teaching Experiences in Social Science as a Curriculum MODEL: Classroom Questions: What Kinds, by Morris M. Sanders; and tapes for recording segments of their classroom lessons will be provided. Video taping and tape recorders will be provided when needed. Following the first two meetings, there will be ten additional sessions, one to two hours in length devoted to (1) discussion of resource materials (2) discussion of questions from participants; and (3) listening and discussion of tapes.

This workshop will be conducted by the Social Studies Supervisor and the State Clinic of the Florida Council for the Social Studies.

Evaluation:

Each participant will present a tape recording demonstrating the use by him in his classroom of the models of contemporary strategies and classroom questioning dealt with in the component. He will explain, when asked, why each example was appropriate for the situation in which it was used.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 30 Inservice Points 30 Updating

Component: Social Studies Department Leadership No. 437

General Objective:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objectives:

SS-9 To inform department chairmen of the trends and activities in the field of social studies.

SS-10 To train in departmental leadership.

Description:

A series of five meetings of two hours each will be held for 31 social studies department chairmen throughout the year. Current publications will serve as guides for recent trends and activities. A part of the program will be devoted to interpersonal relations. These meetings will be held during after school hours.

This component will be conducted by the Secondary Social Studies Supervisor.

Evaluation:

Participants will identify the major trends and activities in the field of Social Studies.

Participants will write individual reports after each interpersonal session describing their feelings and reactions to the meeting.

Each will serve as group leader.

The component itself will be evaluated by the participants and by the instructor on an objective check list.

Group Activity Hours 10 Inservice Points 10 Updating

Component: Using Newspapers in the Secondary Curriculum No. 438

General Objective:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objectives:

SS-11 Participants will learn a variety of techniques using newspapers in the social studies.

SS-12 Participants will learn the organization, purpose, and requirements of the Newspaper-in-the-Classroom program.

Description:

This component will be held during a section of the Staff Development days, August 25 and 27, 1970.

A rationale for the Newspaper program and a description of its organization will be presented.

A local teacher who attended the Syracuse University Newspaper Workshop will conduct a session illustrating a variety of techniques utilizing the newspaper in social studies. Also a team of teachers will present a simulated classroom situation in the utilization of the newspaper.

Delivery schedules, bulletings, and reprints of pertinent articles will be available for distribution.

Evaluation:

1. Each participant will complete a written evaluation indicating whether SS-II and SS-12 were met.

2. Each participant will complete an objective test on the two special objectives.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 4 Inservice Points 4 Updating

Component: Psychiatric Consultation 1970-1971 No. 214

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

SW-1 Participants will make more extensive use of criteria for diagnosing maladaptive behavior and pathology.

SW-2 Participants will make more extensive use of criteria for determining methods of treatment related to specific maladaptive behavior.

SW-3 Participants will acquire effectiveness in using criteria for improvement of treatment skills.

Description:

This component consists of regularly scheduled meetings with the consulting psychiatrist. The method involves lecture and presentation of selected case studies and discussion. Training is broadened by including all school and community personnel involved in the individual case study.

10½ hours Seven consultation periods: 10/2/70; 11/6/70; 12/4/70 1/8/71; 2/5/71; 3/5/71; 4/2/71.

Consultant: Alfred D. Koenig, M.D., Psychiatrist

Evaluation:

Participants will demonstrate more extensive use of criteria for diagnosing maladaptive behavior and pathology and for determining methods of treatment in job performance. This and improvement of treatment skills will be evaluated through supervisory conferences analyzing case record material.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 10½

Inservice Points 10 Updating

Component: Group Process 1970-1971 No. 215

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

SW-4 Participants will acquire skill in the analysis of group dynamics.

SW-5 Participants will acquire effectiveness in using the group method as a helping process.

Description:

A consultant from outside the school system will conduct a seminar beginning with the presentation of didactic material, followed by a question and answer period.

Staff members will participate in groups as members, as observers, as leaders and/or as co-leaders. Analysis and discussion of their experiences and learning will be conducted in study group meetings.

6 hours Consultant to be designated.

Evaluation:

Participants will organize and conduct a group to demonstrate skill in the analysis of group dynamics. This and the effectiveness of participants' use of the group method will be evaluated through supervisory conferences analyzing case record material.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 6 Inservice Points 6 Updating

Component: Community Resources No. 216

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

SW-6 Participants will acquire knowledge about services offered by existing community resources.

SW-7 Participants will learn specific eligibility requirements and procedures for referral to each resource.

Description:

There will be three 1½ hour meetings. An administrator or other representative from a new or reorganized community agency will conduct a seminar with the Social Work staff. He will ourline the services of the resource, the eligibility requirements and procedure for referral. A question and answer period will follow each presentation.

Participants will visit agencies and other resources, when possible, to observe services offered and the manner in which they are given.

4 hours Consultants to be designated.

Evaluation:

Given a simulated situation, participants will choose the agency offering services to meet the client's needs judged appropriate by the supervisor. They will also outline eligibility requirements and the proper referral procedure.

The component itself will be evaluated by each participant nad by the instructor on an objective check list.

Group Activity Hours 4

Inservice Points 4 Basic

Component: Cultural Stresses 1970-1971 No. 217

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

H. Facilitate the racial integration process and enrich the educational experience for all concerned.

Specific Objectives:

SW 8 Participants will learn facts about the values, goals and life patterns of people of various cultures and subcultures.

SW-9 Participants will acquire skill in communicating with people of various cultures and subcultures.

Description:

There will be four 1½ hour meetings. Members of or authorities on various cultures and subcultures will present material in formal lectures. They will be given opportunity also to express some of their frustrations and complaints, as related to their status. There will be discussion periods following each presentation.

6 hours Consultants to be designated.

Evaluation:

Participants will list facts learned about the values, goals, and life patterns of the various cultures.

Participants will demonstrate skill in communicating with various kinds of people by improvement of service given, to be evaluated by the supervisor, through case conferences and analysis of case record material.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 6

Inservice Points 6 Updating

Component: Paraprofessionals 1970-1971 No. 218

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objectives:

SW-10 Participants will learn the rationale for using paraprofessionals.

SW-11 Participants will learn to distinguish between role and function of aides (paraprofessionals) and of social workers (professionals).

SW-12 Participants will acquire skill in the use and supervision of paraprofessionals.

Description:

Consultants from outside the school system will conduct workshops, and social workers who have had training and experience in the use and supervision of paraprofessionals will serve as consultants in small group meetings. There will be lectures, question and answer periods and discussion groups.

There will be monthly meetings of the social workers, supervisors, and aides for continual study and evaluation of the use of the aides.

15 hours Consultants to be designated.

Evaluation:

Participants will outline the rationale for using paraprofessionals.

Given a list of roles and functions of aides and of social workers, participants will select those appropriate for aides.

Participants will demonstrate by job performance their skill in the use and supervision of aides. This will be evaluated through examination of case records, observation, and conferences with the social workers' supervisors.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 15 Inservice Points 15 Exploratory

Component: Behavior Modification 1970-1971 No. 219

General Objectives:

D. Increase the competencies of the professional staff in their respective disciplines.

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

Specific Objectives:

SW-13 Participants will learn the principles of behavior modification, as they may be applied to casework and group work, which will enable them to make a plan to modify a child's behavior.

Description:

There will be seven 1½ hour meetings, employing one or more of the following procedures:

Consultants from outside the school system and staff members will conduct seminars presenting material in lecture and discussion.

A video tape presentation will be shown and the principles, and techniques introduced will be analyzed.

Participants will teach one another, using material from assigned readings and from case examples.

10 hours Consultants to be designated.

Evaluation:

Participants in this component will present a plan designed to modify a child's behavior.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 10 Inservice Points 10 Exploratory

Component: Research and Evaluation 1970-1971 No. 220

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

F. Furnish opportunities and incentives for people to participate in exploratory activities.

Specific Objectives:

SW-14 Participants will learn to construct a research design.

SW-15 Participants will identify methods of evaluation relevant to school social work.

Description:

There will be monthly meetings of varying lengths, employing one or more of the following procedures:

Staff members within the school system will serve as consultants during informal lecture and discussion periods.

Participants will do assigned study, and the content will be presented and analyzed in group meetings.

Examples of research in school social work will be reviewed and discussed.

30 hours Consultants to be designated.

Evaluation:

Given a research project, participants will construct a research design and choose a method of evaluation judged to be relevant by one of the consultants.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 30

Inservice Points 30 Basic

Component: Child Growth and Development 1970-1971 No. 440

General Objectives:

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objective:

SW-16 Participants will learn facts about new developments related to child growth and development.

Description:

There will be four 1½ hour meetings. Consultants will be staff members of representatives from such organizations as social agencies, clinic, hospitals or schools. Material will be presented in formal lectures followed by question and answer periods.

When possible, participants will do first-hand observation in the various organizations.

6 hours Consultants to be designated.

Evaluation:

Participants will list facts about new developments dealt with in the component.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 6

Inservice Points 6 Updating

Component: Use of Audio-visual Equipment and Material 1970-71 No. 441

General Objectives:

E. Introduce the professional staff to innovative techniques of teaching and develop their skills in utilizing them.

F. Furnish opportunities and incentives for people to participate in exploratory activities.

Specific Objectives:

SW-17 Participants will identify the ethical, scientific and legal aspects of using audio-visual equipment in case work and group work.

SW-18 Participants will learn how to use audio-visual equipment.

Description:

There will be a workshop during preschool. Staff members will serve as consultants.

The first portion of the workshop will be devoted to discussion of material presented by the leader and by the participants.

The remainder of the workshop will be devoted to lecture and demonstration by the consultants and to practice by participants under the supervision of the consultants.

4 hours Consultants to be designated.

Evaluation:

Participants will list the ethical, scientific and legal aspects of the use of audio-visual equipment dealt with in this component.

Participants will demonstrate ability to use audio-visual equipment by operating it during staff meetings and during casework and group work practice.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 4

Inservice Points 4 Basic

Component: Experiential Group Work 1970-1971 No. 442

General Objective:

D. Increase the competencies of the professional staff in their respective disciplines.

Specific Objectives:

SW- 19 Participants will acquire skill in the analysis of group dynamics.

SW- 20 Participants will acquire effectiveness in using the group method as a helping process.

Description:

There will be 12 two-hour sessions conducted by a consultant in which participants will interact as group members and the consultant will interpret dynamics and demonstrate techniques for conducting the group.

Even though this component has the same Specific Objectives and the same Evaluation as Component #215, there will be only six or seven participants each year.

24 hours Consultant: Howard Gray, ACSW
Psychiatric Social Worker

Evaluation:

Participants will organize and conduct a group to demonstrate skill in the analysis of group dynamics. This and the effectiveness of participants' use of the group method will be evaluated through supervisory conferences analyzing case record material.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 24

Inservice Points 24 Updating

Component: Current Trends in Technical Education No. 443

General Objectives:

A. Assist the professional staff in developing curricula which are relevant to the needs of the students.

C. Broaden and deepen the knowledge of individuals in their respective areas of responsibility.

Specific Objectives:

TE-1 Participants will utilize innovative teaching techniques and procedures.

TE-2 Participants will up-date course objectives and revise curriculum to meet current industry demands.

TE-3 Participants will restructure course materials to provide for individualized insturction.

TE-4 Participants will develop and prepare additional instructional materials and aids required to support individualized instruction.

Description:

A staff member who is familiar with the objectives, procedures and concepts to be taught will conduct the training.

All participants will tour industries associated with their respective fields to determine skills, knowledges, and abilities required for entry level in the various occupations for which training is offered.

Instruction and practice in writing program, course and unit objectives in behavioral terms will be provided.

Participants will be given the necessary training to enable them to restructure courses for individualized instruction.

Time and assistance will be provided to allow participants to select or develop additional instructional materials and audio-visual aids required to support individualized instruction.

Evaluation:

At the conclusion of the workshop, each participant will be required to complete a written examination.

Each participant will demonstrate a new teaching technique which will be evaluated utilizing video-tape recordings.

The component itself will be evaluated by each participant and by the instructor on an objective check list.

Group Activity Hours 180

Inservice Points 180

Basic 60

Updating 60

Exploratory 60

TE-2 Form INSERVICE EDUCATION PROGRAM COMPONENT LOG PINELLAS COUNTY

Prepared by Paul Dickson, May, 1970 Component Log for School Year 1974 - 75

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Component Number	Component Status	Type of Component	Name of Component	Kind of Personnel	Area of Instruction	Level of Students	Number Eligible for Component	Number Who Have Completed Component	Number Involved	Cost for Instructors	Cost for Participants Time	Cost-Miscellaneous	Travel and Per Diem Cost	Total Cost	Source of Funding
2	R	E	Conference	TPA	25	AL	4400	2400	400						
3	R	E	Visitation	TPA	24	AL	4400	3000	500						
4	R	E	Conference	T	24	AL	3800	950	150						
5	R	E	Travel	TPA	24	AL	4400	645	100						
6	R	E	Workshop	TPA	24	AL	4400	675	50						
9	R	E	Workshop	TPA	24	E	400	280	75						
10	R	B	Credit Course	T	24	AC	3800	370	90						
76	R	B	Workshop	TPS	24	AL	4400	936	100						
78	R	B	Workshop	TS	24	AL	1000	350	75						
80	R	B	Workshop	TS	28	TS	4400	300	50						
81	R	U	Workshop	L	24	AL	275	130	45						
82	R	B	Non-Credit Course	TPA	24	AL	4400	2600	400						
83	R	B	Workshop	TPA	24	AL	4400	2600	400						
85	R	B	Workshop	TPA	24	AL	4400	2600	400						
86	R	B	Workshop	P	25	AL	290	160	50						
243	R	BUE	Independent Study	TPA	25	AL	4400	180	60						
353	R	B	Seminar	TPA	25	AL	4400	120	60						
384	R	B	Workshop	TPA	24	AL	4400	120	60						
386	R	B	Seminar	TPA	24	AL	4400	120	60						
390	R	B	Workshop	TPA	24	AL	4400	120	60						
447	P	U	Seminar	TPA	22	A	140		129						

TE-2 Form INSERVICE EDUCATION PROGRAM COMPONENT LOG PINELLAS COUNTY

Prepared by Paul Dickson, May, 1970 Component Log for School Year 1974 - 75

1 Component Number	2 Component Status	3 Type of Component	4 Name of Component	5 Kind of Personnel	6 Area of Instruction	7 Level of Students	8 Number eligible for Component	9 Number Who Have Completed Component	10 Number Involved	11 Cost for Instructors	12 Cost for Participants Time	13 Cost-Miscellaneous	14 Travel and Per Diem Cost	15 Total Cost	16 Source of Funding
11	R-1	U-2	Workshop	T	10	A	50	150	50						
12	R-1	U-2	Workshop	T	10	A	50	150	50						
93	R-1	U-2	Workshop	T	10	A	12	150	50						
448	P	U-1	Workshop	T	6	S	40		40						
449	P	B-2	Workshop	TS	24	EJS	25		25						
97	R	B-1	Workshop	TPA	7	EJS	100	160	75						
98	R	E-1	Workshop	TPA	7	EJS	143	170	85						
104	R	E	Seminar	S	25	E	75	52	10						
450	P	U-1	College Course	TPS	14	E	1500		35						
451	P	U-1	Workshop	TPS	18	E	1500		35						
452	P	U-1	Workshop	TPS	18	P	1500		6						
453	P	U-1	Workshop	TPS	18	U	1500		6						
454	P	U	Workshop	TS	15	U	1200		25						
455	P	U-1	Workshop	T	17	PU	1500		74						
456	P	B-1	Workshop	T	17	PU	1500		74						
457	P	U-1	Workshop	T	17	PU	1500		74						
458	R	U	Workshop	TPA	20	E	1600	100	25						
117	R-1	U	Workshop	T	8	JS	110	40	18						
118	R-1	U	Workshop	T	8	JS	110	40	12						
196	R-1	U	Workshop	T	8	JS	110	40	12						
459	P	U-2	Seminar	G	23	EJS	110		30						

TE-2 Form INSERVICE EDUCATION PROGRAM COMPONENT LOG PINELLAS COUNTY

Prepared by Paul Dickson, May, 1970 Component Log for School Year 1974 - 75

1 Component Number	2 Component Status	3 Type of Component	4 Name of Component	5 Kind of Personnel	6 Area of Instruction	7 Level of Students	8 Number Eligible for Component	9 Number Who Have Completed Component	10 Number Involved	11 Cost for Instructors	12 Cost for Participant Time	13 Cost-Miscellaneous	14 Travel and PerDiem Cost	15 Total Cost	16 Source of Funding
460	P	U	Seminar	G	23	EJS	110		30						
461	P	E	Workshop	T	10	AL	85		25						
462	P	E	Workshop	T	10	JS	85		35						
463	P	B	Workshop	TS	12	EJS	50		30						
173	R	U-1	Workshop	S	14	JS	31	31	31						
464	P	U-1	Workshop	T	14	JS	350		30						
465	P	E-1	Workshop	T	15	S	225		15						
466	P	B	Workshop	T	16	E	100		100						
467	P	B	Workshop	T	16	E	100		100						
468	P	U	Workshop	T	17	JS	160		160						
469	P	U-2	Workshop	G	23	AL	120		120						
470	P	B-2	Seminar	TS	18	EJS	100		100						
471	P	B-1	Workshop	TS	18	E	100		100						
472	P	U-1	Credit Course	T	19	J	125		25						
473	P	U-1	Credit Course	T	19	J	125		25						
474	P	U-1	Credit Course	T	19	J	125		25						
475	P	U	Seminar	TPA	7	AL	4200		20						
476	P	U	Seminar	TPA	7	AL	4200		20						
477	P	U	Seminar	TPA	7	AL	4200		20						
478	P	U	Workshop	PP	7	AL	23		10						
479	P	U-2	Seminar	PP	23	EJS	40		40						

TE-2 Form INSERVICE EDUCATION PROGRAM COMPONENT LOG . PINELLAS COUNTY

Prepared by Paul Dickson, May, 1970 Component Log for School Year 1974 - 75

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Component Number	Component Status	Type of Component	Name of Component	Kind of Personnel	Area of Instruction	Level of Students	Number Eligible for Component	Number Who Have Completed Component	Number Involved	Cost for Instructors	Cost for Participants Time	Cost-Miscellaneous	Travel and Per Diem Cost	Total Cost	Source of Funding
480	P	U-2	Seminar	PP	23	EJS	40		40						
481	P	B-2	Seminar Visitation	PP	23	EJS	40		40						
482	P	U-2	Seminar	PP	23	EJS	40		40						
483	R	U-2	Workshop	PP	23	EJS	40	20	20						
484	P	E-2	Seminar	PP	23	EJS	40		40						
485	P	B-1	Workshop	PP	23	EJS	40		40						
486	P	B-2	Seminar Visitation	PP	23	EJS	40		40						
487	P	U	Workshop	PP	23	EJS	40		40						
488	R	U-2	Seminar	PP	23	EJS	40	24	16						
489	P	E-2	Seminar	PP	23	EJS	40		40						

General Components, 1974-75

Number	Title	General Objective
2	Participation in Professional Conferences	F
3	Classroom Visitation	F
4	Supervising Student Teachers	F
5	Educational Travel	F
6	Participation in Off-the-Job, Work-Related Activities	C, F
9	Team Training for Differentiated Staffing	D
10	SST-511 - FSU - Supervision of Student Teaching	F
76	Identifying and Writing Behavioral Objectives	D
78	Writing Teaching-Learning Packets for Individualized Learning	D
80	Care, Use, and Repair of Audio-Visual Equipment	D
81	Audio-Visual Media Specialists	D
82	Pupil Involvement	D
83	Individualized Learning	D
85	Variety and Reinforcement	D
86	School Law and Local Policies	C
243	Directed Independent Study	C,D,E,F
353	Improving Classroom Questions	D
384	Public Speaking - Large Group Presentations	D
386	Team Teaching	E
390	Variable Modular Scheduling	E
Adult General Education		
447	Methods and Techniques in Adult Education	D
Adult Home Economics		
11	Curriculum Development	A, C
12	Current Trends in Adult Home Economics	C
93	Textiles and Clothing Construction	A

Number	Title	General Objective
Driver Education		
448	New Equipment and Materials in Driver Education	D
Diagnostic and Remedial Services		
449	Learning Disabilities, 1974-75	D
Exceptional Child Education		
97	Video Taping as a Classroom Technique	C
98	The Use of Audio-Visual Equipment	C
Elementary Education Curriculum		
104	Seminar for Curriculum Specialists	C, D
Elementary Language Arts		
450	Children and Today's Literature	C
451	Individualizing Classroom Reading Instruction	D, E
452	Diagnosis in Primary Reading	D
453	Diagnosis in Intermediate Reading	D
Elementary Mathematics		
454	Individualizing Mathematics Instruction	D
Elementary Physical Education		
455	Large Group Games	D
456	Basic Ball Skills	D
457	Rhythmics	C, D
Elementary Social Studies		
458	Teaching Elementary Social Studies, 1974-75	C, D

Number	Title	General Objective
Foreign Languages		
117	New Audio-Lingual-Visual Materials	D
118	Utilization of the Language Laboratory	D
196	Developing Language Proficiency	D
Guidance, Elementary		
459	Case Conferences	D
Guidance, Secondary		
460	Case Conferences	D
Home Economics		
461	Curriculum Materials for the Disadvantaged and Handicapped	A
462	Consumer Education - Innovative Materials	E
Industrial Education		
463	Curriculum Innovations	E
Language Arts		
173	English Department Leadership, 6th Year	C
464	Teaching Composition	C, D
Mathematics		
465	Programmed Instruction	D
Music		
466	Basic Music for Classroom Teachers	D
467	Music Essentials for Elementary Classroom Teachers	C
Physical Education		
468	Basic Skills in Tennis and Golf	D

Number	Title	General Objective
Pupil Personnel Services		
469	Evaluation of Guidance Services	D
Reading		
470	Communications, 1974-75	D
471	Evaluation, 1974-75	D
Science		
472	Earth Science, Geology #370	C
473	Earth Science, Geology #371	C
474	Earth Science, Geology #372	C
Speech		
475	Speech Pathology for Stuttering Disorders	D
476	Speech Pathology for Articulation Disorders	D
477	Speech Pathology for Organic Communication Disorders	D
478	Diagnostic Techniques of Speech Pathology	D
Social Work		
479	Psychiatric Consultation, 1974-75	D
480	Theoretical and Practical Aspects of Group Practice	D
481	Community Resources, 1974-75	C, D
482	Cultural Stresses, 1974-75	C, H
483	Paraprofessionals, 1974-75	D
484	Social Reinforcement	D, E
485	Research and Evaluation, 1974-75	C,F
486	New Theories of Child Growth and Development	C, D
487	Using Audio-Visual Materials and Equipment	E, F
488	Experiential Group Work	D
489	New Theories of Treatment	D, E